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AUTHOR Moorhead, Roslyn; Nediger, William
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ABSTRACT

The purpose of this 2-year-long qualitative and quantitative field study was to investigate the behaviors of effective secondary school principals in their respective school districts, to find commonalities in the behavior of principals who were deemed by their peers to preside over effective schools, and to report the interim results. The findings were garnered from the ethnographic method of shadowing four secondary school principals with a reputation for excellence, and collecting inbasket materials for visual analysis. In addition, questionnaires were administered to the principal, department heads, teachers, and a sample group of students and parents to determine teacher and student attitudes and school climate. Personal interviews with a small representative sample of teachers and students and a compilation of statistics regarding school absenteeism, student achievement measures, number of student dropouts, and discipline cases were also conducted. Although the four principals were considered to be effective by their peers, students, teachers, and community members, there was no common pattern of behaviors, activities, or leadership skills. It was found that the effective principal must have goals and values that fit the system and the community and meet the needs of staff and students. (JAM)

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Behaviours of Effective Principals

Roslyn Moorhead and William Nediger
The University of Western Ontario

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BEHAVIOURS OF EFFECTIVE PRINCIPALS

INTRODUCTION

The purpose of this paper is to report the interim results of a field study involving four secondary school principals with a reputation of excellence in their respective school districts. The leadership skills and daily activities of these principals have been observed over a period of two years. The broad purpose was to find commonalities in the behaviour of principals who were deemed by their peers to preside over effective schools. The results suggest certain hypotheses regarding effectiveness which might be tested with other principals in other schools.

It has been generally assumed that principals are a key factor in developing effective schools. The early research on effective schools (Edmonds,1979 & 1981; Brookover, W.B. et al.,1979; Lipham,1981) lists strong leadership by the principal as one of the common elements among these schools. Grady, Wayson and Zirkel (1989) have recently published a review of the literature on effective schools, and they state that there has been a "second wave of studies" on the relationship between school and principal which questions the assumed link between effective schools and effective principals. The research cited by them includes Ayres (1985) who found no significant correlation between student achievement and principal effectiveness; Mack (1984) who found principals' expectations for teachers were not significantly related to reading achievement, and Adie (1986) who found that principals' expectations and their behaviours were not significantly related to reading achievement. Martinez-Antonetty (1986), Matula (1986) and Andrews, Soder, and Jacoby (1986) all found similar results in their research. Grimsley (1986) found that school effectiveness was not significantly related to the "Machiavellian orientation" of the principal. Most of this research, however, assumes a narrow working definition of effectiveness: high achievement test scores on basic skills, which corresponds to only one of Ontario's 13 goals of education.

There has been a limited number of ethnographic research projects which have collected extensive data describing principals' activities and leadership skills. Peterson (1977), Kmetz and Willower (1982), and Martin and Willower (1981) conducted structured observation studies, based on Mintzberg's study, The Nature of Managerial Work,(1973) categorized by type, function, and time the daily activities of a principal. However, the published results do not include the detailed descriptive data on which the analyses are based, and the results have not been tied to any indication of excellence. Wolcott's book (1973) and a more recent study by Morris et al., Principals in Action, (1984) do give such data; but again, the work is not correlated with school effectiveness. Leithwood and Montgomery (1986) provide such a correlation in their book, Improving Principal Effectiveness: The Principal Profile, and develop a taxonomy of concerns and strategies used by principals with differing leadership styles. However, this work is grounded on interviews and discussions with groups of principals, and thus does not provide a direct description of the principals' daily behaviour; nor are direct measurements made of school effectiveness.

Rowan et al. (1983) suggested three standards for further research on effective principals: descriptions of leadership behaviour which refer to concrete, school-based activities, measures of school effectiveness which reflect the diversity of goals under which schools operate, and longitudinal and comparative research to connect leadership with effectiveness.

In this research project, we have attempted to expand this area of investigation and meet the above standards by providing:

(a) an extensive, detailed observational base of daily activities and behaviours of selected principals;

(b) a measure of diverse aspects of school effectiveness, including student attitudes, student self concept, school climate, and teacher attitudes, as well as parents' opinions of the school; and

(c) observations over a three-year time period, involving four principals with an established reputation for excellence, based on the opinions of their superiors and peers.

We also wished to undertake a study that would be holistic in nature; that is, it would combine qualitative and quantitative approaches and be sufficiently fluid in its structure to allow us to modify our methodology as a result of our preliminary findings.

The research design has included both qualitative, ethnographic methods and quantitative, survey procedures. Specifically, four secondary school principals, who have an established reputation as effective leaders, have been participating in the study. Data have been collected by:

(a) Shadowing the principal for five complete working days, and interviewing each principal at least twice, to clarify and expand on the observations in year 1.

(b) Shadowing the principal occasionally thereafter, for a maximum of six one-half days in year 2.

Both (a) and (b) include an analysis of in-basket materials, and the collection of copies of representative staff meeting agendas, etc.

(c) Administration to principal and five colleagues of an evaluation instrument to assess principal leadership style and personality traits (Life Style Inventory, by Dr. Clayton Lafferty), in year 1.

(d) A school survey, using the "Profile of a School" by Likert, to determine teacher and student attitudes and school climate, administered within first 5 months of commencing the project and at completion. Questionnaires were administered to the principal, department heads, teachers, and a sample group of students and parents.

(e) Administration, to sample groups of students, of the questionnaires "Self Concept of a Learner" by W.B. Waetjen, and "Coopersmith Inventory" by Coopersmith within the first 5 months of the project.

(f) During year 2 personal interviews with a small, representative sample of teachers and students.

(g) Compilation of statistics re the school's absenteeism, student achievement measures, number of student drop-outs, and discipline cases, in years 1, 2, and 3.

The questionnaire data have been used primarily to measure school effectiveness indicators, although interview data has also shed light on effectiveness. The observational data have provided a description of the principal's activities and leadership skills, although again the Likert and Lafferty instruments have been useful in this regard. Triangulation to assure validity of the qualitative data have been achieved by the use of field observations, student and teacher interviews, and the questionnaires, "Profile of a School" and "Life Style Inventory."

ANALYSIS

Qualitative Data

Our observations and notes from shadowing yielded an initial impression of each person's leadership style. Principal 1 was a forthright and vocal proponent of program and policy initiatives (such as the enhancement of the resource centre role) and the well-being of the students. He frequently and clearly articulated his educational values and his vision for the school, not only to staff but also to students. He volunteered to work on educational committees dealing with issues in which he strongly believed (cooperative education, the teacher-librarians group, athletic council) and worked long hours to ensure the success of these programs.

Principal 2 was committed to his vision for the school, providing a valid education--not babysitting--for basic and general level students, and he spent considerable thought and energy fostering that vision. Time was spent in ensuring an invitational atmosphere for learning, in developing a cooperative education program to serve the needs of basic level students, and in monitoring teaching and evaluation techniques to ensure they corresponded to the philosophy of the school. He also regularly toured the school and spent time fostering good student and staff relations, and discipline and attendance policies were formulated in light of an invitational learning philosophy.

Principal 3 was an extrovert, friendly, sociable and enthusiastic. He spent time touring the school, talking to students and staff; he knew the majority of the student body by name and regularly invited students into his office to talk about the school. He was the greatest innovator of the four in terms of major new initiatives undertaken each year: we observed four major policy or programmatic thrusts and innovations: revising the general level program (including evaluation techniques and an emphasis on different learning styles), developing a school philosophy and the consequent expectations of teachers, developing a long-range computer plan, and revising the attendance/lates policy for the school. He was intellectually curious and spent considerable time reading professional literature. He also dedicated a significant fraction of his time to outside commitments: organizing provincial or international conferences, giving workshops or being a leader at principals' courses.

Principal 4 exemplified the 'principal as administrator' archetype. He enjoyed administrative details and was very highly organized: he was a compulsive record keeper and in his own words, "documented everything to death" (usually in triplicate), for example, student attendance, staff attendance at department and staff meetings, and winners of graduation awards. He did not have any desire to initiate new programs, and indeed spoke of himself as "not an initiator." In his years as principal, he could remember only one innovation he was involved with--introducing a computer for administrative purposes--and that was done after every other school in the county had already done so, in order to learn from their experiences. He had a passion for order

and control, and ran a very strictly disciplined school. However, he enjoyed and was very good at counselling students and spent part of his time helping the guidance department in that respect. He also religiously stood at the office counter each morning, greeting staff and students and giving them the opportunity to inform him of any problems or needs they had, which he attended to immediately.

In our initial analysis, we coded our observational notes for the first two days for each principal according to several categories: the twelve NASSP generic skill dimensions, the Life Style Inventory categories, leadership characteristics as delineated by Duke (1986), Hodgkinson (1983) and Bennis and Nanus (1985), and the type of the activity (phone call, informal meeting, etc.). A complete list of these categories is given in Appendix A. We also created a 'focus' category for each activity, in which we designated the nature or type of task using a one or two word descriptor. The descriptors were generated by the observations themselves, so that the list was expanded, or categories were combined, as needed. A list of these descriptors is also included in Appendix A.

Counts were then compiled for the total number of observations for each category, as well as the time devoted to each activity, by both type and focus. The total counts for some of the categories are given in Table 1.

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Insert Table 1 about here

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There were clear differences that emerged from this analysis. All four principals demonstrated high levels of administrative skills, but Principal 2 used problem analysis and judgement skills more frequently than the others, and was also more decisive. Principals 1, 2, and 3 proposed more original ideas and articulated their philosophy more often than Principal 4. Principal 1 scored high in the "self-actualization" category and indeed would be labeled a maverick by many people; one of his ideas was to significantly enlarge the school and make it into a true community centre (using community support for a major part of the funding) and another was to completely eliminate smoking on all school property--which was actually accomplished successfully during the course of our observations in spite of ambivalence or opposition on the part of the staff and some students. Principals 2 and 3 scored very high in sensitive, affiliative behaviour, and spent a good portion of their days on staff and student relations. However, in terms of helpful, humanistic behaviour, as opposed to sociable behaviour, we counted many more instances for Principals 2 and 4 than Principals 1 and 3. Principal 4 had a significantly lower count in leadership than the others, which was probably a function of his working style and the definition of leadership which was used: he usually consulted with others on a one-to-one basis rather than working in groups of three or more.

However, detailed comparisons based on these counts of daily observed behaviours are misleading, partly because a single problem or activity may extend over several hours or days. A single problem or issue might give several opportunities, for example, to use analytic skills, to state educational values or be supportive. It was not clear what should be the unit of measure to permit relevant comparisons between principals in each of these categories. Hence the original division of behaviours into discrete records was somewhat arbitrary, a fact which affected the subsequent totals.

Moreover, the analysis by skills and behaviours did not clarify the differences in daily behaviours and activities noted in the shadowing observations. A more valuable line of enquiry seemed to be the motivating factors which caused each principal to act (or not act) as he did. We postulated that internal factors, such as values and educational beliefs, accounted for much of the difference, and so we decided to code the remaining observations only for value statements. Before doing so, it was necessary to define the term "values." We used the value theory described in Hodgkinson (1983) and principles of moral and ethical philosophy (Frankena, 1963; Beck, 1972) as a guide.

Normative ethics distinguishes between moral values, nonmoral values, and principles. Frankena (1963:48) defines them as follows:

1. principles...kinds of action that are right and obligatory, e.g., the principles of justice and beneficence;

2. moral values...things that are morally good, e.g., the virtues and certain motives; and

3. values...things that are nonmorally good, whether "spiritual" like knowledge or communion with God, or "material" like cars and houses, whether intrinsically or extrinsically good, etc.

Thus the word "values" refers not only to principles, such as "We ought to keep our agreements," but to judgements of nonmoral value such as, "Democracy is the best form of government," and to virtues or character traits as well. Character traits, such as honesty, courage, love and justice, must be acquired through example and practice, and ethics assumes that their cultivation will lead to moral actions. In discussing the tensions between the "to do" and "to be" schools of thought, Frankena quoted Leslie Stephen:

> ...morality is internal. The moral law...has to be expressed in the form, "be this," not in the form, "do this.."..the only mode of stating the moral law must be as a rule of character. (Frankena, 1963:49)

Thus principles are the rules that guide actions; moral values are the virtues or traits that influence action; and nonmoral values are judgements on the worth of actions or objects which do not fall under the purview of ethics. Beck (1972) makes the distinction between different levels of value judgements; he labels them ultimate life goals ("Freedom is good"), intermediate principles ("Be patient"), and specific principles or judgements ("Be patient with your mother."). Principles expressing nonmoral judgements would be equivalent to the category of "values" in Frankena's scheme; moral principles would correspond to Frankena's "principles" or "moral values" categories. Hodgkinson (1983) likewise makes a distinction between value levels, but his distinctions are based on the reason the value is held, rather than the subject nature of the value. Thus in his taxonomy, honesty could be a type I value, if held for transrational reasons (metaphysical, religious); a type IIa value if held because one has rationally deliberated on the consequences to society if honesty were not adhered to; a type IIb value if the societal consensus on the value of being honest is accepted at face value; and a type III if held as a matter of personal preference. Hodgkinson's type I values (principles) correspond to Beck's ultimate life goals and to Frankena's cardinal principles.

Statements expressing principles and values, using Frankena's definitions, were extracted from each day's observational notes and the interview transcripts. Values

included both rules ("Document everything to death") and educational beliefs; the latter were sometimes based on research or professional theories. Thus we created a subgroup we called "educational values" (EV) which were based on professional knowledge and which corresponded to a topical subset of Hodgkinson's rationally based level 2 values. Where possible, we used Hodgkinson's taxonomy to classify the principles and values; however, we frequently did not have the information to do so. Character traits, as measured by the "Lifestyles Inventory" or acknowledged in the interviews, were also used on the basis that they corresponded to Frankena's "moral values."

These statements were then sorted for each principal into categories derived from the statements themselves. The categories thus derived differed for each principal and reflected the priorities of each individual. A table showing the value categories for each principal is given in Appendix B. For each value category, a diagram adapted from Hodgkinson (1983:24) was constructed, listing the traits, principles, values and educational values expressed by the principal, the goals (personal or school) relating to those values, the tasks or activities undertaken by the principal to reach those goals, and the outcomes. The outcomes of a specific action were sometimes unknown, and sometimes two or more activities resulted in a single outcome. On other occasions there were no outcomes. Thus there was not a simple correspondence between activities and outcomes: Outcome 1 was not necessarily the result of Activity 1.

An indication of the specific constraints facing the principal are given in each diagram in the "constraint" band. However, one factor which is always present is the definition of the principal's role, as set out in the Education Act and the specific Board of Education policies, and the limitations (and opportunities) imposed by this definition. The box labelled "role" indicates its presence. The community's and system's values also might influence the principal's values or goals. Where there is such interaction, it is noted.

The formal outline of this diagram is given in Figure 1 and two examples for each principal in Appendix C.

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Insert Figure 1 about here

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The collection of these diagrams gave us a profile delineating the impact of internal factors (principles, etc.) on behaviours and activities on the job.

Quantitative Data

To have some measure of the principal's effectiveness, we relied on the survey questionnaires. The POS questionnaire data (principal, department head, teacher, student and parent questionnaires) were analyzed by Likert Associates. Clear differences emerged between the schools. (A summary of the results is given in Appendix D.) In order to interpret the results, it should be noted that an eight point scale is used for answering each item, and the index scores for each school are interpreted in terms of the System 1 to 4 model. A system 1 organization represents an exploitive authoritarian model and system 4 a collegial, participative one. (Likert, 1967).

If the score is 1.0 to 2.0, the pattern is System 1; 3.0 to 4.0, system 2; 5.0 to 6.0, system 3; and 7.0 to 8.0, system 4. Scores that fall in intermediate areas, such as 2.0 to 3.0, represent a system with characteristics of the types on either side.

The results, which were supported by both teacher and student data did not correspond as expected with our observations of the number of initiatives undertaken and the power exercised by the principals. The POS data indicated that there was not a simple correspondence between the principals' innovative behaviours or affiliative/ humanistic behaviour, and the principals' perceived effectiveness. Principals 1 (committed maverick) and 4 (the administrator) were perceived to be the most effective; Principals 2 (determined and friendly) and 3 (the innovator) were less so.

The questionnaire items were grouped into categories such as climate, principal leadership, and intervening (communication). (See Appendix D). However, the differences between the schools were highlighted by regrouping specific key items into categories representing various leadership functions, such as goal emphasis or support. The results from teacher responses are given in Tables 2A-2F. Student responses to the equivalent question are given in parentheses.

Principal 1 and 4 scored higher than the others in terms of goal commitment, both individually and in terms of school climate. They were also seen as more supportive and as actually providing the greatest help to the staff (work facilitation) than the others. Principal 1 and principal 3 were perceived as the more open leaders in terms of administrative style, a fact confirmed by observation. However, in terms of being receptive to teachers' ideas, principal 1 and principal 4 rated the higher scores. Principal 1 ranked the highest in terms of being approachable and having the trust of the staff. All four schools ranked comparably in terms of student motivation (which was born out by the other student questionnaires on self-concept.) The staff's perception of the students' acceptance of high performance goals, School 3 (not School 2!) was definitely the lowest and School 4 the highest. Teacher motivation was highest in school 2, although school 1 also scored highly.

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Insert Table 2 about here

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A picture emerges of Schools 1 and 4 as encouraging high performance goals, of providing a high level of support both emotionally and in terms of task, and of an open and honest communication flow between staff and principal. Schools 2 and 3 consistently, with few exceptions, rank lower than the other two on these dimensions.

The other survey data we analyzed ourselves; we ran frequency distributions for the data from the student questionnaires ("Coopersmith" and "Self Concept as a Learner" (SCAL)) and used t-tests to determine significant differences between the schools. There were few statistical differences between the schools (School 2 scored significantly lower than School 4 on all subscales of SCAL, at the $p=.05$ level, and School 4 was likewise significantly higher than School 1 on the motivation subscale of SCAL) and the results supported the POS student questionnaire data where there was an overlap. For instance, student self concept at school as measured on the "Coopersmith" Inventory was comparable for all four schools. A summary of the data is given in Table

Three below; standard deviations are given in parentheses. The possible range of scores for SCAL is 13-65 for the motivation, task orientation, and problem solving subscales, 13-55 for the class membership subscale; for the Coopersmith Inventory the total possible raw score for the general-self subscale is 26, 8 for the social-peers, home-parents and school-academic subscales, and 100 for the total score.

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Insert Table 3 about here

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Lafferty's Life Style profile for each principal was plotted on a circumplex diagram. The resulting profiles contained subtle differences and confirmed our observations. The profiles are given in Appendix E. All the principals, according to peer assessment, were strong (90 percentile or better) in achievement, self-actualization and humanistic-helpful styles. Principals 1, 2 and 3 also ranked at the 90th percentile or better for affiliative style. However, Principals 1 and 4 also scored at the 90th percentile in the competitive and perfectionist styles. Both Principal 1 and Principal 2 scored at or below the 50th percentile for the approval or conventional styles. Principal 2 scored the highest, at the 97th percentile, on humanistic-helpful behaviour but around the 25th percentile for power or competitive styles and just above the 50th percentile for the perfectionist style. Principal 3 scored the highest on the approval style (90th percentile), and also highly (70th percentile) on the conventional and competitive styles. Principal 4 rated himself highest in the helpful-humanistic, dependence and power styles, but others perceived him as higher in the competitive, perfectionist, achievement, self-actualization, helpful-humanistic and conventional styles.

DISCUSSION OF RESULTS

The Importance of Values

The shadowing and interview data revealed four individuals who had quite different conceptions of their role and undertook quite different activities, and who on Leithwood's Principal Profile would range from level 1 to possibly level 4. However, these differences could be accounted for by the principals' differing principles, values, moral values, and educational beliefs. For example, Principals 4 and 1 held differing beliefs in regard to drop-outs and student retention, an area currently of concern in Ontario. Principal 1, when speaking of drop-outs, overcrowding and "turkeys", stated that:

> I define a turkey as a kid who needs a great deal of mature guidance, and when they don't get that guidance they screw up. We are cramped with time and so we don't give them the guidance that they need, and they are gone. I hate to see turkeys turn into buzzards...In the 27 years (that I have been in education) I remember only one kid that I couldn't reach. I **really believe** that if we can spend time with the students they won't drop out.

Principal 4, on the other hand, stated:

> I think the drop-out problem is overplayed. School, it's not for everybody. What some people are saying is that everybody should be in school X number of years. It doesn't work that way...I think there are some kids that school is just not their cup of tea and they'll do a cracking good job doing something somewhere else....

The consequences of these differing beliefs can be seen in the activities undertaken. Appendix C shows the value diagram for dropouts for Principal 1. He actively sought a third VP so that there could be more counselling of potential drop-outs; personally counselled students himself as the opportunity arose; and supported the athletic program as a way of keeping some students in school. Principal 4, on the other hand, did not encourage any counselling for potential drop-outs and was not particularly interested in special student retention programs. As a result of his convictions, he did nothing beyond extremely accurate record keeping in this area. Neither Principal 2 or 3 expressed, during our observations or in the interviews, any opinions or beliefs specifically on the drop-out question. Nor did we observe any actions geared towards that problem.

In a more general sense, the presence (or absence) of strong values or convictions accounted for all of the principals' discretionary actions. Principal 4 was passionate about maintaining an ordered, well-disciplined school; to do so, he ran a "tight ship" in which all rules were obeyed by the students or else they faced suspension (diagram in appendix C). Principal 3's main interest was in relationships and empowerment; consequently, he rarely spoke of his educational convictions, but rather of decisions made by the cabinet: we decided this, we are implementing that. He made the cabinet the decision making body of the school, and the timetable was constructed so that the department heads could meet weekly during period 2 to carry out this role. We never observed him "bite the bullet" when controversy arose: for example, during the heated discussions over which classroom to renovate for a computer lab. When probed during interviews on this point, he responded:

> "I don't need to consult staff about some decisions, but for others where there are deep feelings involved, then I like to listen, to weigh the alternatives...I am more situational in my leadership particularly in regard to the type of decision it is."

Nonetheless, we were left with the niggling impression, reinforced by the POS results and his high rating on approval style on the Lifestyles Inventory, that he spoke for the group rather than for himself.

Principal 1, on the other hand, seemed to have a passionate delight in "biting the bullet." For example, he felt strongly that smoking was detrimental to the health of an individual and a societal ill, and against the judgement of his peers and his staff he instituted a no-smoking on school property policy for the school. To his colleagues' surprise, the policy has been successful with no disruption to neighbours. On another occasion, he stood up for demands of the system-wide athletic council, pitting himself against the central office and the trustees and leading the entire executive in resigning en mass, saying in effect, "Here I stand." He eventually gained what the council wanted. He also, within a three-month time span, terminated a teacher new to the school but with 31 years teaching experience and adequate performance reviews previously because of what he perceived to be incompetent teaching. His actions were clearly motivated by the strong convictions he held in each case, and his strongly self-actualized behaviour: a leader, he said:

> ...has to lead; you have to have ideas; you have to challenge people with those ideas...the other side [of leadership] is the willingness to make unpopular decisions. I have fired more teachers than most of my fellow principals. I am prepared to draw the line and say, "teaching is not for you"; they have to know that there is a line....

Principal 2 felt most strongly about student achievement and providing a valid education for the students (see Appendix C). Because of this passionate commitment not to become party to the "babysitting syndrome" which he saw afflict many general and basic level vocational schools, he set in motion discussions on the school philosophy; he instituted an organizationally complex cooperative education program so that students from different subject areas could form a cooperative education class; and he had department heads monitor courses-of-study and teaching closely to ensure adherence to the school's philosophy.

There was only one area for which all four principals expressed value statements, staff relations. The value diagrams for each principal for staff relations are given in Appendix C, and they confirm the differences between the four individuals. Principals 1, 2 and 4 all emphasized the importance of being visible and available to staff members, but only 1 and 4 developed techniques (standing at the counter, handing out pins to recognize good teaching) or made changes (taking down the office wall to encourage communication) to demonstrate or symbolize their commitment to support the staff. Principal 1 was frequently approached by staff asking if they could try this new idea, e.g., paint a mural on the cafeteria wall, or initiate this new program, e.g., an advanced level guitar course; we never heard the principal respond with an unilateral "no." We jokingly asked the him if he ever said "no" and he replied not if he could help it: "If you ask teachers to bring in their ideas, then you should do your best to put them into effect."

However, there were differences between Principal 1 and 4; Principal 1's value statements reflect his commitment to foster the development of both staff and students (values 7,8,9 and principle 1) and to encourage risk taking and self-actualized behaviour, and to do so regardless of bureaucratic impediments. Principal 4 was more Machievellian; his value statements stress the **appearance** of openness. For example, on one occasion he stated: "I've pretty well decided (who should get the award). I'll let her decide after I tell her (who it should be). (Chuckle)." His supportive behaviours were as much the result of his desire to keep "the administrative machine running smoothly" so that teachers could teach as a commitment to fostering their development.

Principals 2 and 3 relied on friendly sociable behaviours to smooth staff relations, rather than specific activities or techniques. As a result, there were not the concrete symbolic commitments to demonstrate their sincere desire to support the staff. Thus they were friendly when they met a teacher in the hallway, and Principal 2 would sometimes deliberately try to speak to the quieter, less confident staff members; they gave roses or birthday cards to staff members (principal 3) or kept jujubes for the asking (principal 2); they both spent considerable time talking to the support staff. Principal 2 wrote congratulatory notes, which were well received, and occasionally answered the phone for the secretaries when they were very busy (as did Principal 4).

To sum up, the major discretionary actions we observed were driven by the principals' values, principles, and traits, which differed for the four individuals. Where there were no strong convictions, corresponding activities did not take place. Hence the dissimilarity we observed in the nature of the principals' daily activities.

Markov Chain Model

As we considered the implication of the finding that significant behaviour is a result of firmly held values and beliefs, it occurred to us that it might be possible to conduct a quantitative analysis of this phenomenon using the Markov chain model as the basic construct. Although we have not done so, it may be possible to create a model of at least four states in which the initial state is the value or belief; the second state is the goal set; the third, the set of strategies; and the fourth, the set of outcomes. The various transition paths and probabilities might be established by examination of the principal's understanding of the role of the principal and the degree of severity of the various constraints placed upon him by Ministry policy, Board policies, finance, etc. Through discussions with the principal, transition probability matrices might be established and the model tested.

Of course, this rather simplistic four-state model could be expanded considerably if one wished to break out the various components of each set that comprises the four states. Whether or not such an analysis would shed more light on the problem of effective behaviour of principals is not our concern at present. We do, however, feel that the concept of Markov chains captures the process as we have conceptualized it, based on the various data, qualitative and quantitative, that we have been able to gather.

School Needs-Hierarchy

As previously mentioned, there is a discrepancy between the expected results of the POS survey and the observations from shadowing, to the effect that there does not seem to be any correspondence between perceived effectiveness and the presence of classic leadership behaviours. We are in the process of interviewing students and teachers to clarify this discrepancy and to check on the validity of the results.

Assuming the validity of the POS results and only a weak link between effective principals and effective schools, a possible explanation of the results is the existence of an organizational needs-hierarchy analogous to Maslow's needs-hierarchy for individuals. The POS results, which are a measure of the schools' climate, would correspond to the efficacy of the principals in meeting this hierarchy of needs. Figure 2 illustrates both Maslow's hierarchy of human needs for the individual and an adaption for an organization.

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Insert Figure 2 about here

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Such a hierarchy for organizational needs is supported by the work of Robert Cooke, who has developed an instrument to measure an organization's culture, where culture is operationally defined as the ways in which members are expected to think and behave in relation to both tasks and people (Cooke and Rousseau, 1987). This instrument, "Organizational Culture Inventory" (OCI) was developed partly on the basis of Maslow's work, and the authors state:

> Research on the hierarchical structuring of needs prompted a distinction between thinking styles directed towards the fulfillment of higher-order "Satisfaction" needs versus those directed towards lower-order "Security" needs...Though these styles have been used primarily to reflect the thinking and behavioural tendencies of individuals, both qualitative and quantitative evidence suggest that they also reflect the direction or content of certain organizational norms and expectations. (Cooke and Rousseau, 1987)

Sergiovani (1987:53) also alludes to organizational needs when, in a discussion of proper management, he states, "It is apparent that work places need to be characterized by a degree of order and reliability that provides security for people and that frees them to focus wholeheartedly on major purposes and central work activities."

Security needs, the lowest level of the hierarchy, are represented in a school by the maintenance of safety and order. The next level is the need to meet the minimal tasks of education--that students attend class, obey rules, and learn the basic literacy skills, such as reading and mathematics. Only after those needs are met can higher order needs, such as program improvement, be looked at.

Both Principals 1 and 4, who were perceived by students and staff to be the most effective, stressed discipline, attendance, and student achievement. School 4 was very regimented and the rules were strictly enforced. School 1 held improved attendance as a major objective every year, and indeed had done so. Although both Principals 2 and 3 expressed a general concern about discipline and attendance, and attendance policy was the subject of a major initiative for one year in school 3, in both schools complaints were brought to staff meetings or directly to the principal or vice-principal about lax discipline and poor attendance.

In School 3, there was no formal supervision policy (such as cafeteria supervison or hall duty); rather there was an informal supervision policy which held each teacher responsible for enforcing school rules whenever they saw an infraction. The revision of the attendance policy was a school goal, but so were even more sweeping changes in the general level program and an insistence that all staff become computer literate. It is possible that attendance was not perceived as the priority it was, but rather as one of many initiatives which had come and gone.

In School 2, the philosophy of invitational learning actually mitigated against strict discipline or attendance standards. Three years ago, the vice-principal attempted to impose such standards and suspended 172 students in a few months, sometimes for incidents such as swearing or smoking in the school. At this point, the principal told the vice-principal that he no longer had the authority to suspend students but must refer such cases to the principal. That vice-principal was subsequently transferred and there have been less than 10 suspensions a year for the last two years. However, each month the vice-principal sees approximately 50 or more students for disciplinary reasons. Regular attendance is also a problem, and speaking of the teachers' concerns Principal 2 said:

> ...teachers punish the students for the lack of attendance. They are sarcastic; they are not welcoming when the students come back to the classroom. They give the students extra work because they have missed. We are telling those teachers that they have to give those kids unqualified invitations. You have to ask

> the students how you can help them. [The VP] will deal with the attendance if there is an attendance problem; the teacher is not to worry about the attendance, but to teach the kids when they are there in the classroom.

Recent interviews with teachers at school 2 indicated that attendance was still a problem, but that discipline had improved markedly in the year since the POS survey was given.

Assuming the existence of a school needs-hierarchy, then possibly Principal 3's numerous initiatives and Principal 2's advocacy of invitational learning did not have the expected impact because the staff's security needs and concerns were unmet. Principal 4 is perceived as a supportive, effective leader (in spite of rarely initiating anything and not being a program leader) because he does meet those primary needs. He also promptly solves all small problems brought to his attention. Principal 1 was the only one who combined the two dimensions (creative innovations and attention to security needs) and he was perceived as the most able leader. However, Principal 1 came close to alienating the central administrators with his uncompromising stands, which potentially limited his effectiveness. To gain more information about organizational needs, we are in the process of administering the OCI to staff members in each school and interviewing staff members.

Effective Principals

All four principals were considered to be model effective principals by their peers, system and community. However, there was not any common pattern of behaviours, activities, or leadership skills. All four had different priorities and varied leadership styles. They had different values, traits and principles, and as a result the daily activities and educational goals differed considerably from one to the other. The communities' expectations were also different. For example, the authoritarian nature of Principal 4 was considered a strength in the conservative district he served; it would likely be a liability in a more assertive community. The question of fit is important not only between principal and community, but also between principal and system goals and expectations. Principal 1 came close to transgressing the latter when his values were in conflict with system demands, as for instance in the controversy over athletic council demands.

An effective principal, then, must have goals and values that "fit" those of the system and community, but at the same time meet the needs of the staff and students. The principal's effectiveness, seen in this light, is as much a function of process as product. Hence, we formulated a process definition of effectiveness which took these various factors into consideration. It states that effectiveness in terms of process (E_p) is a function of the fit between system goals and school goals ($F(G_s,G_{sy})$), of the choice of goals to emphasize and their match with the needs of students (N_s), staff (N_t) and the parents (N_p), and the strategies used in implementing those goals ($F(I)$):

$$E_p = F[F(G_s,G_{sy}),F(N_s,N_t,N_p),F(I)]$$

The more traditional definition looks at effectiveness in terms of the end results or outcomes of the educational process. We defined effectiveness as outcome (E_o) to be a function of student academic achievement (A_s), staff professional achievement (A_t), student personal development (PD_s) and staff personal development (PD_t), parent satisfaction with the school (S_p), support staff satisfaction (S_{ss}) and the short-term external success of the graduates (ES_s):

$$E_o = F[F(A_s, ES_s), F(A_t), F(PD_s), F(PD_t), F(S_p), F(S_{ss})]$$

An effective school must develop both academic and affective domains for students. But the interview data from the principals (and recently students) indicate that to do so successfully in a sustained way over a period of years, one must also foster the staff's development and have the support of the parents. This conclusion is in accordance with recent business literature on leadership (Bennis and Nanus (1983), Block (1988), and Covey (1986)) which emphasizes not only the bottom line of profits and pleasing the customer, but the well being and development of employees.

Hence, we provisionally conclude that to increase E_o one must increase E_p, that is, school and system goals must mesh and the principal must meet both the lower-level and higher-level needs of the school. The question of whether or not these needs will be addressed by the principal depends on the values held by him or her. Our data suggests that principals can make a difference in the school's effectiveness; however, attention to program issues, the fostering of participative decision making, or any arbitrary combination of leadership skills, in and of themselves are insufficient for significant school improvement.

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FIGURES

Figure 1

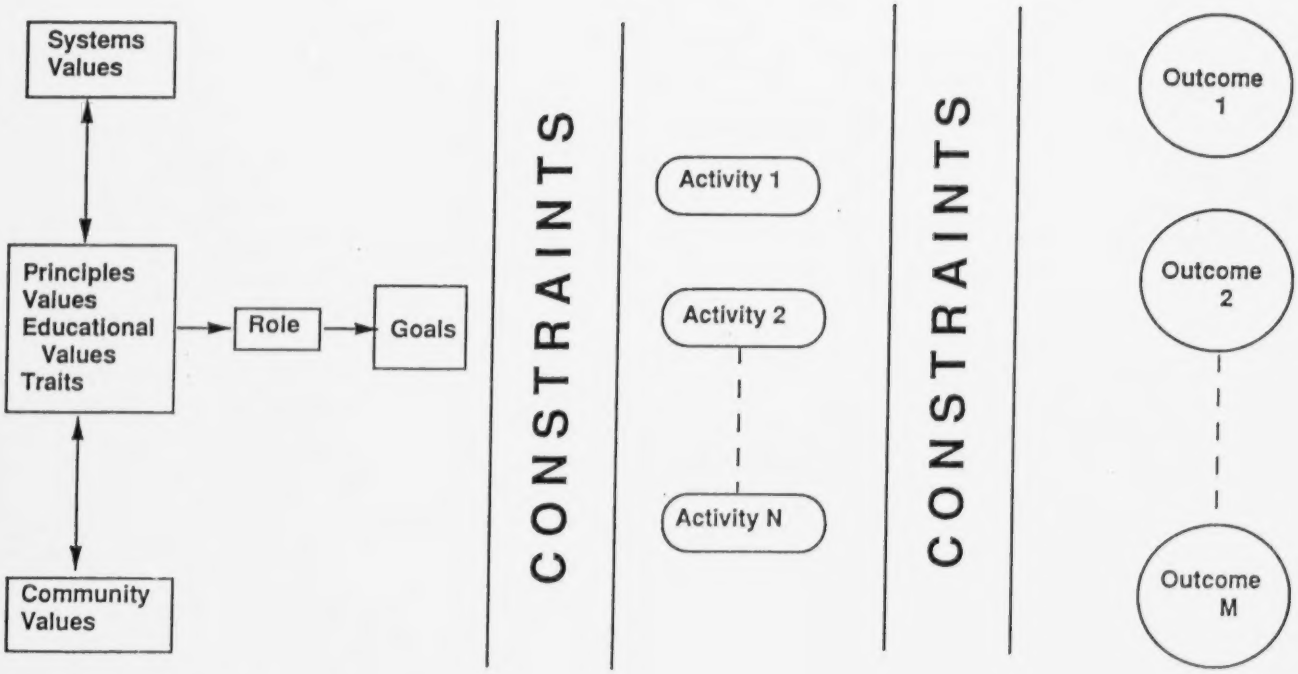
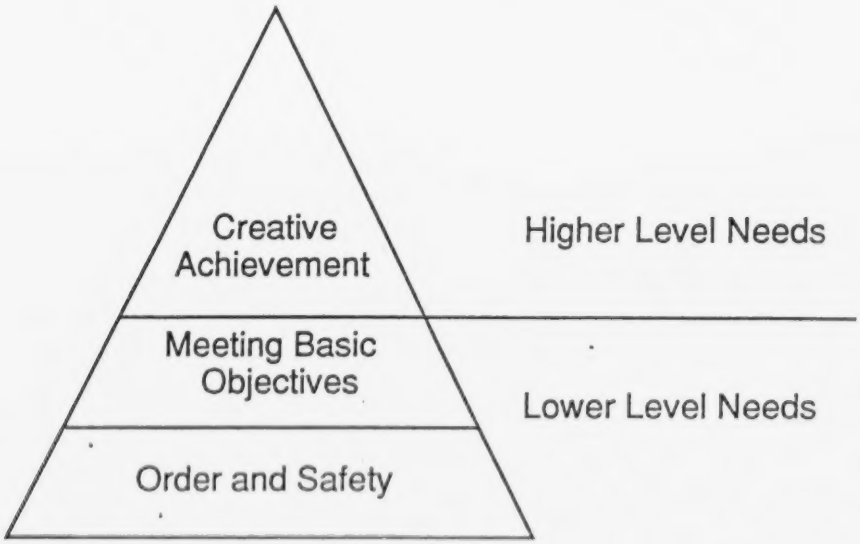
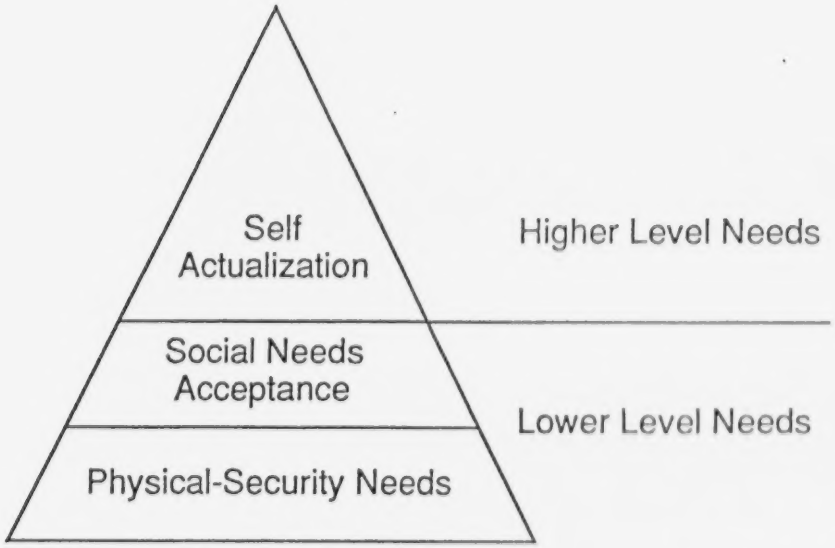

Systems Values
Principles Values Educational Values Traits
Role
Goals
Community Values
CONSTRAINTS
Activity 1
Activity 2
Activity N
CONSTRAINTS
Outcome 1
Outcome 2
Outcome M

FIGURE 2

Organizational Needs Hierachy



Individual Needs Heirachy



TABLES

TABLE 1

SKILLS	PRINCIPAL 1	2	3	4
NASSP Skills				
Problem Analysis	50	92	52	38
Judgement	28	53	20	20
Organizational Ability	53	49	32	42
Decisiveness	25	50	35	16
Leadership	23	19	22	2
Stating vision/philosophy	12	12	10	6
Helpful humanistic behaviour	36	56	31	53
Affilitative behaviour	54	67	71	25
Self-actualized behaviour	42	17	21	17

TABLE 2A

GOAL EMPHASIS

QUESTION	PRINCIPAL: 1	2	3	4
Q69= To what extent does the principal feel responsible for seeing that educational excellence is achieved?				
Q69--T	6.65	5.91	4.85	6.78
--St	(6.14)	(5.04)	(5.08)	(6.03)
Q70= To what extent do department heads feel responsible for seeing that educational excellence is achieved?				
Q70	6.58	6.19	5.92	6.38
Q71= To what extent do teachers feel responsible for seeing that educational excellence is achieved?				
Q71--T	6.62	6.63	6.04	6.38
--St	(5.69)	(4.80)	(5.15)	(5.70)
Q46= To what extent are you encouraged to be innovative in developing effective and efficient educational practices?				
Q46	6.47	5.58	5.15	5.14
Q68= How high are the principal's goals for educational performance?				
Q68--T	6.57	6.63	5.44	6.69
--St	(6.48)	(5.37)	(5.62)	(6.18)

TABLE 2B

SUPPORT

QUESTION	PRINCIPAL: 1	2	3	4
Q22= How often do you see the principal's behavior as friendly and supportive?				
Q22--T	7.06	5.31	5.81	6.08
--St	(5.77)	(4.77)	(5.44)	(4.91)
Q61= How much does the principal try to help you with your problems?				
Q61	5.60	3.94	4.04	5.22
Q43= To what extent does the principal make sure that planning and setting priorities are done well?				
Q43	6.02	4.75	4.72	6.43
Q44= To what extent does the principal try to provide materials, equipment & space you need to do your job well?				
Q44	5.96	4.63	4.96	6.22
Q45= To what extent does the principal give you useful information and ideas?				
Q45	5.40	4.53	3.92	5.24
Q51= How well does the principal know the problems faced by the teachers?				
Q51	6.08	4.26	4.50	5.81

TABLE 2C

COMMUNICATION

QUESTION	PRINCIPAL: 1	2	3	4
Q28= How often does the principal seek and use your ideas about academic matters?				
Q28	4.02	3.06	3.35	3.92
Q29= How often does the principal seek and use your ideas about non-academic school matters?				
Q29	4.00	2.81	3.69	3.97
Q39= How often are students' ideas sought and used by the principal about academic matters?				
Q39	4.24	2.89	3.04	3.00
Q40= How often are students' ideas sought and used by the principal about non-academic school matters?				
Q40	4.85	3.50	4.21	4.14
Q25= How free do you feel to talk to the principal about school matters?				
Q25	7.10	5.27	6.27	6.05
Q49= How do you view communications from the principal?				
Q49	6.56	5.36	5.35	6.03
Q48= What is the direction of the flow of information about academic and non-academic school matters?				
Q48	5.06	4.56	4.88	4.16
Q64= What is the administrative style of the principal?				
Q64	5.78	4.69	5.68	3.49

TABLE 2D

STUDENT ATTITUDES

QUESTION	PRINCIPAL: 1	2	3	4
Q19= To what extent do students look forward to coming to school?				
Q19	4.77	4.65	4.79	4.83
Q20= To what extent do students feel excited about learning?				
Q20--T	4.24	4.13	3.72	4.22
--St	(4.43)	(4.74)	(4.52)	(4.65)
Q12= What is the general attitude of students towards your school?				
Q12--T	5.54	4.81	5.15	5.86
--St	(5.78)	(5.33)	(5.28)	(6.00)
Q72= To what extent do students accept high performance goals in your school?				
Q72--T	4.81	4.28	3.85	5.05
--St	(5.48)	(4.54)	(4.89)	(5.26)

TABLE 2E

COMPETENCE

QUESTION	PRINCIPAL: 1	2	3	4
Q66= How competent is the principal as an administrator?				
Q66	7.10	5.61	5.04	7.11
Q67= How competent is the principal as an educator?				
Q67	6.64	5.84	5.14	6.75
Q33= Do you think the principal in your child's school is doing a good job?				
Q33 (parents)	6.45	--	5.96	5.92

TABLE 2F

TEACHER MOTIVATION

QUESTION	PRINCIPAL: 1	2	3	4
Q21= To what extent do you look forward to your teaching day?				
Q21	5.73	5.82	5.15	5.11
Q30= In your job, is it worthwhile or a waste of time to do your best?				
Q30	6.83	6.91	6.42	6.65
Q47= How satisfying is your work at your school?				
Q47	6.19	5.76	5.56	5.57

TABLE 3

TEST SUBSCALES	School 1 n=133	School 2 n=52	School 3 n=61	School 4 n=101
SCAL				
Motivation	44.2 (4.8)	41.3 (4.5)	44.4 (4.0)	45.5 (4.7)
Task Orientation	45.1 (9.3)	42.8 (7.6)	45.3 (6.6)	46.5 (6.6)
Problem Solving	42.8 (6.2)	40.9 (7.3)	43.1 (6.8)	43.4 (5.9)
Class Membership	42.2 (5.5)	38.0 (6.1)	41.2 (8.2)	43.4 (5.7)
COOPERSMITH				
General	19.0 (4.5)	18.0 (5.2)	18.7 (4.2)	19.5 (3.8)
Social	6.4 (1.6)	6.4 (1.4)	6.5 (1.6)	6.7 (1.5)
Home	5.3 (2.5)	5.3 (2.5)	5.2 (2.5)	5.5 (2.2)
School	4.5 (1.8)	4.7 (1.7)	4.5 (1.6)	4.6 (1.9)
Total	70.3 (15.9)	68.8 (16.8)	69.8 (14.9)	72.6 (13.5)

APPENDIX A

APPENDIX A

Codes: Leadership Analysis

Bennis and Nanus: Leadership Competencies

1 Vision
2 Selling
3 Positioning
4 Use of personal skills

Duke: Properties of Leadership

1 Direction
2 Engagement of followers
3 Fit (with context)
4 Originality
5 Originality
6 Design
7 Orchestration (team building)

Hodgkinson: Administrative Processes

1 Philosophy
2 Planning
3 Politics
4 Mobilizing
5 Managing
6 Monitoring

Human Synergistics Life Styles:

1 Humanistic-Helpful
2 Affiliative
3 Approval
4 Conventional
5 Dependence
6 Avoidance
7 Oppositional
8 Power
9 Competition
10 Perfectionism (Competence)
11 Achievement
12 Self-Actualizing

NASSP GENERIC SKILLS

1. PROBLEM ANALYSIS	Ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation; searching for information with a purpose.
2. JUDGMENT	Ability to reach logical conclusions and make high quality decisions based on available information; skill in identifying educational needs and setting priorities; ability to evaluate critically written communications.
3. ORGANIZATIONAL ABILITY	Ability to plan, schedule, and control the work of others; skill in using resources in an optimal fashion; ability to deal with a volume of paperwork and heavy demands on one's time.
4. DECISIVENESS	Ability to recognize when a decision is required (disregarding the quality of the decision) and to act quickly.
5. LEADERSHIP	Ability to get others involved in solving problems; ability to recognize when a group requires direction, to interact with a group effectively and to guide them to the accomplishment of a task.
6. SENSITIVITY	Ability to perceive the needs, concerns, and personal problems of others; skill in resolving conflicts; tact in dealing with persons from different backgrounds; ability to deal effectively with people concerning emotional issues; knowing what information to communicate and to whom.
7. STRESS TOLERANCE	Ability to perform under pressure and during opposition; ability to think on one's feet.
8. ORAL COMMUNICATION	Ability to make a clear oral presentation of facts or ideas.
9. WRITTEN COMMUNICATION	Ability to express ideas clearly in writing; to write appropriately for different audiences — students, teachers, parents, et al.
10. RANGE OF INTEREST	Competence to discuss a variety of subjects — educational, political, current events, economic, etc.; desire to actively participate in events.
11. PERSONAL MOTIVATION	Need to achieve in all activities attempted; evidence that work is important to personal satisfaction; ability to be self-policing.
12. EDUCATIONAL VALUES	Possession of a well-reasoned educational philosophy; receptiveness to new ideas and change.

FOCUS

Alumni
Announcements
Board Relations
Community Awareness
Curriculum
Discipline (+ or -)
Extracurricular Activities
Facilities
Finance
Health and Safety
Legal Issues
Maintenance
Parent Relations
Policy
Professional Development
Professional Extra Activities
Program
Public Relations
Rapport
Resources
Social
Special program
Staff
Staff Development
Staff Relations
Staffing
Student Achievement
Student Assessment
Student Attendance
Student Counselling
Student Program
Student Recognition
Student Relations
Student Reports
Student Retention
Students
Supervision
Support
Support Staff
Touring
Transportation

APPENDIX B

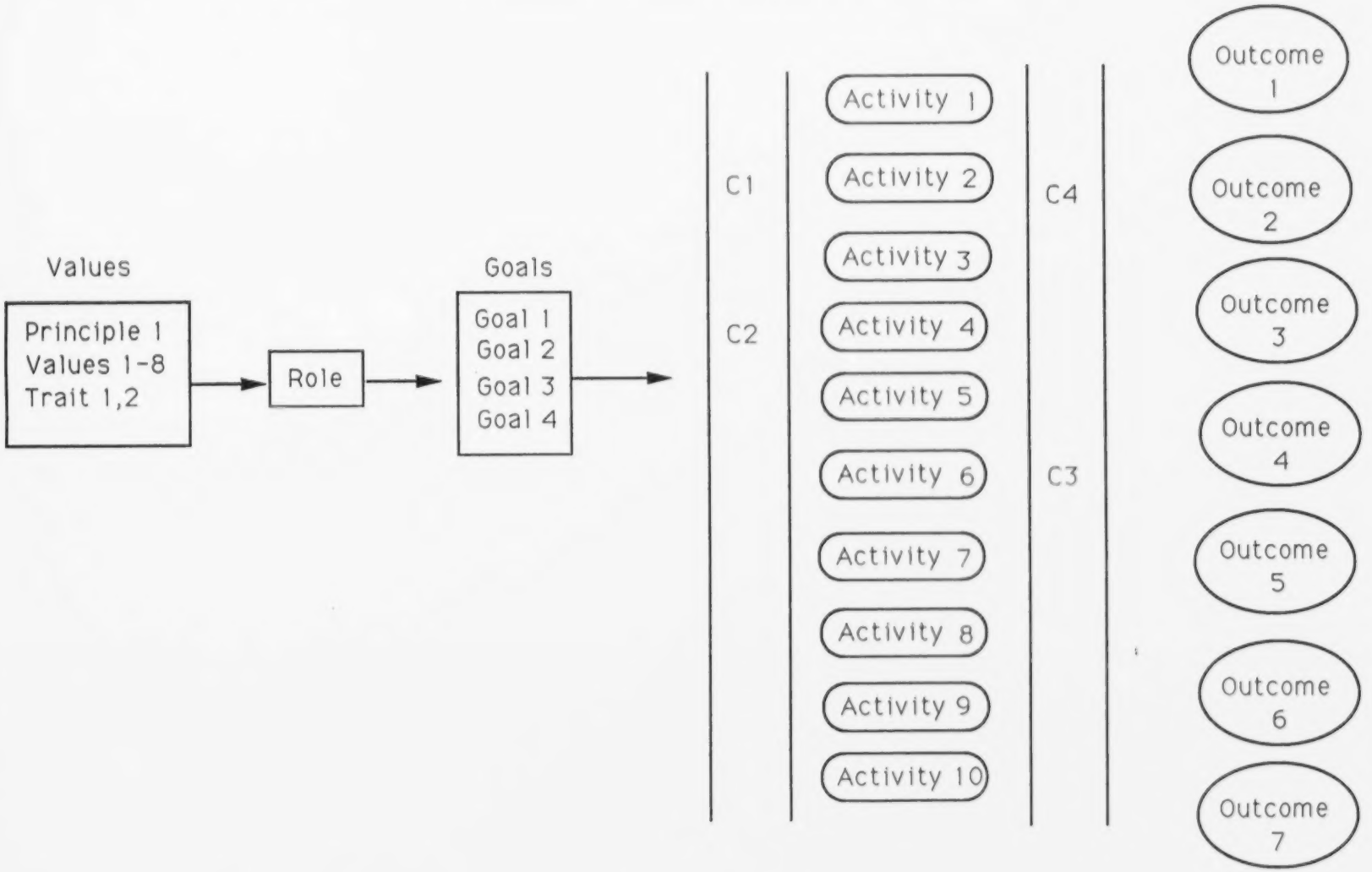
APPENDIX B

Values

Subject	Principal 1	2	3	4
Athletics	x			
Budget				x
Community Relations	x			x
Control				x
Discipline		x	x	x
Dropouts	x			x
Drugs/Alcohol				x
Empowerment			x	
Leadership Development	x			
Openness to New Ideas	x			
Parents			x	
Program	x	x		x
School Purpose			x	x
School Vision	x	x		
School Reputation				x
Self Development			x	
Staff Development	x	x		x
Staff Recognition		x		
Staff Relations	x	x	x	x
Staffing	x	x		
Supervision	x	x		x
Students		x		x
Student Activities				x
Student Achievement	x	x		x
Student Attendance	x		x	
Student Behaviour	x	x		x
Student Guidance				x
Student Relations	x	x	x	
Student Concerns	x			
Teaching Quality	x			

APPENDIX C

Principal 1: Staff Relations



APPENDIX C

Principal 1: Staff Relations

Value Statements

Principle 1	I think I'm prepared to take a risk for the teachers to get them to innovate, and (I am supportive....)
Value 1	I am happy that the teachers felt comfortable expressing their concerns (so I don't mind a bitch session).
Value 2	I think it's (sending a Christmas message) is important...It's a time to say thanks....
Value 3	I like them (workmen) to know that I'm interested in what they're doing.
Value 4	To me, people respond better to (praise coming from a third party)...(the teacher) feels good about it, and he ought to feel good (about it).
Value 5	...and the better they feel the better job they're gonna do.
Value 6	Some people should take mental health days. There are days when you are further ahead to yourself, to your kids, to your family, to stay home and look after yourself.
Value 7	I think I have the interests of the students at heart, and I think it doesn't matter what I do, I think the teachers see that as a genuine background for what I am doing.
Value 8	To me with kids and teachers, the thing you try to inculcate in them is a pride in one's self.
Value 9	I firmly believe that people emulate they they see working. If a Department head is told by me to reach out and risk (he must see me doing that too).
Trait 1	Helpful-humanistic
Trait 2	Self-actualized

Goals

Goal 1	Help staff resolve personal/professional problems.
Goal 2	Open door office policy.
Goal 3	Encourage, praise teachers doing a good job.
Goal 4	Be a role model.

Principal 1

Constraints

C1	Board policies re staff absences
C2	Cost and approval of renovations
C3	Central administrator was unhappy with "bitch" session.
C4	Staff forget to pass on recognition pin to a colleague.

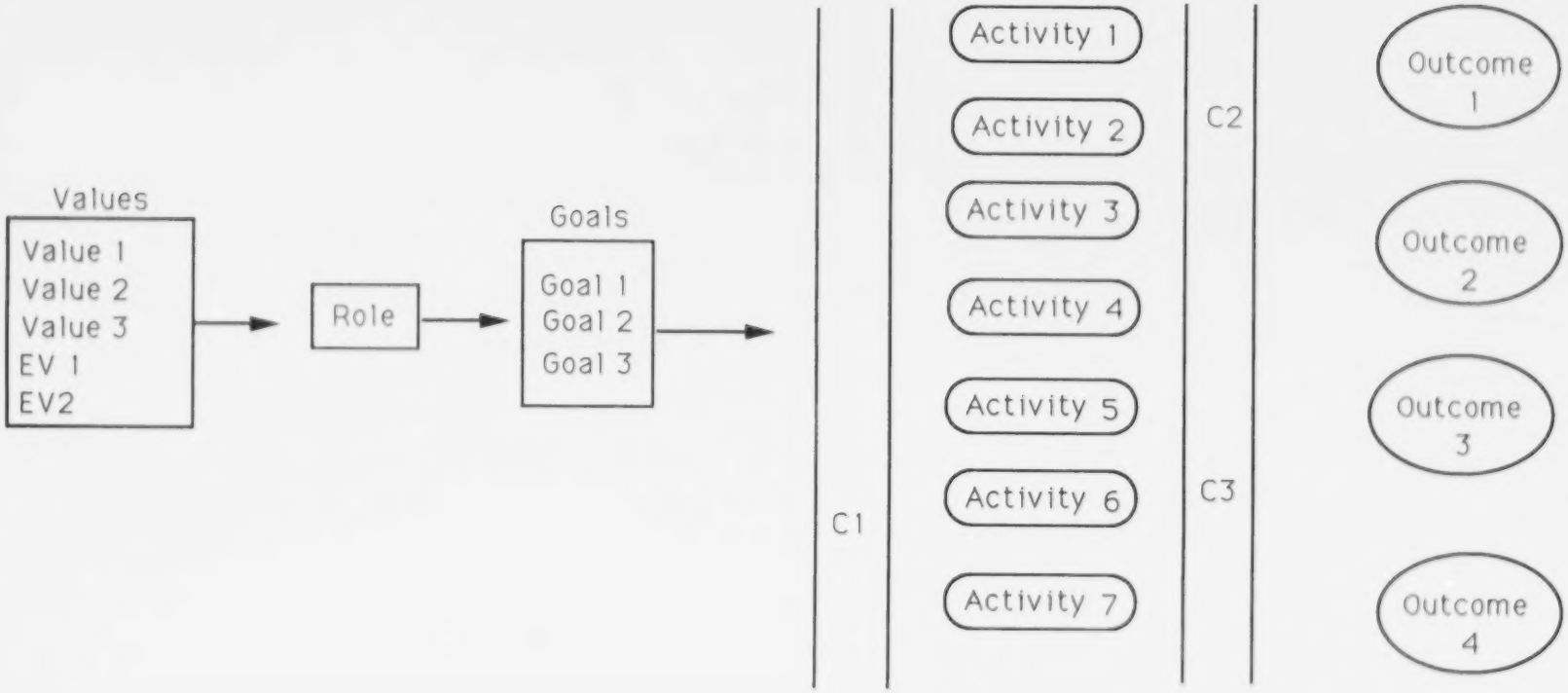
Activities

1. Sends Christmas message to staff; huge Christmas staff party.
2. Gifts to support staff at Christmas.
3. Chats and jokes with workmen.
4. Took down wall in school office to increase his visibility.
5. Compliments staff
6. Gives "recognition" pin to teacher caught doing a good job. Asks that teacher to give another pin to a deserving colleague.
7. Gives time off to staff with personal problems.
8. Actively encourages staff to make suggestions, air complaints (forms, boxes).
9. Listens to staff "bitch" session.
10. Eats lunch in staff room; talks to staff there.

Outcomes

1. No one misses the Christmas party; retired staff come back for it.
2. Workmen do extra maintenance, do it more quickly.
3. More students, staff come into office. "Best thing I ever did was take that wall down."
4. Pin is a source of pride.
5. Teachers do not often give away second pin.
6. Staff are loyal.
7. Never says "no" to staff suggestions if he can avoid it. Staff do make suggestions.

Principal 1: Dropouts/Retention



Principal 1: Dropouts/Retention

Value Statements

Value 1	It (dropout counselling) is one of my biggest concerns.
Value 2	I hate to see turkeys turn into buzzards...I really believe that if we can spend time with the students they won't drop out.
Value 3	I believe that athletics are a key element in keeping some kids in school (because of my personal experience)...I know it plays a key role.
EV 1	I think the ministry definition (of dropouts) is a bad definition. Some kids are just not destined to get an SSGD. And so, I feel that if they get a job, they are not a dropout...
EV 2	"Dropout rate is high because of lack of administrative time to counsel at-risk students. [We] need another VP for counselling."

Goals

Goal 1	Counsel students who wish to drop out; get a third VP for counselling.
Goal 2	I would like to have...come and talk...I want to have...here, then I want to spend a period of time in school with the teachers working on ideals...I want to bring...down here...so we're looking at a plan which will bring in effective classrooms...deal with initially significant adults.
Goal 3	If students drops out, contact student personally and see what can be done to get him/her back into class.

Constraints

C1	Budget/staffing constraints.
C2	Staff attitudes re academic/athletic conflicts
C3	Staff attitudes re new system PD guidelines

Principal 1

Activities

1. Personally counselled student not to drop out.

2. Supports athletic program; makes academic accommodations for team players.

3. Got financial help for former student so can return to school.

4. Contacts some dropouts to help them re-enter school.

5. Planned year-long PD program...for staff on student retention, invitational learning philosophy.

6. Requested third VP in staffing requests (for 1988-89).

7. One guidance teacher will work Wednesday evenings (4:00-9:00) in lieu of equivalent time during day to provide counselling for parents and students.

Outcomes

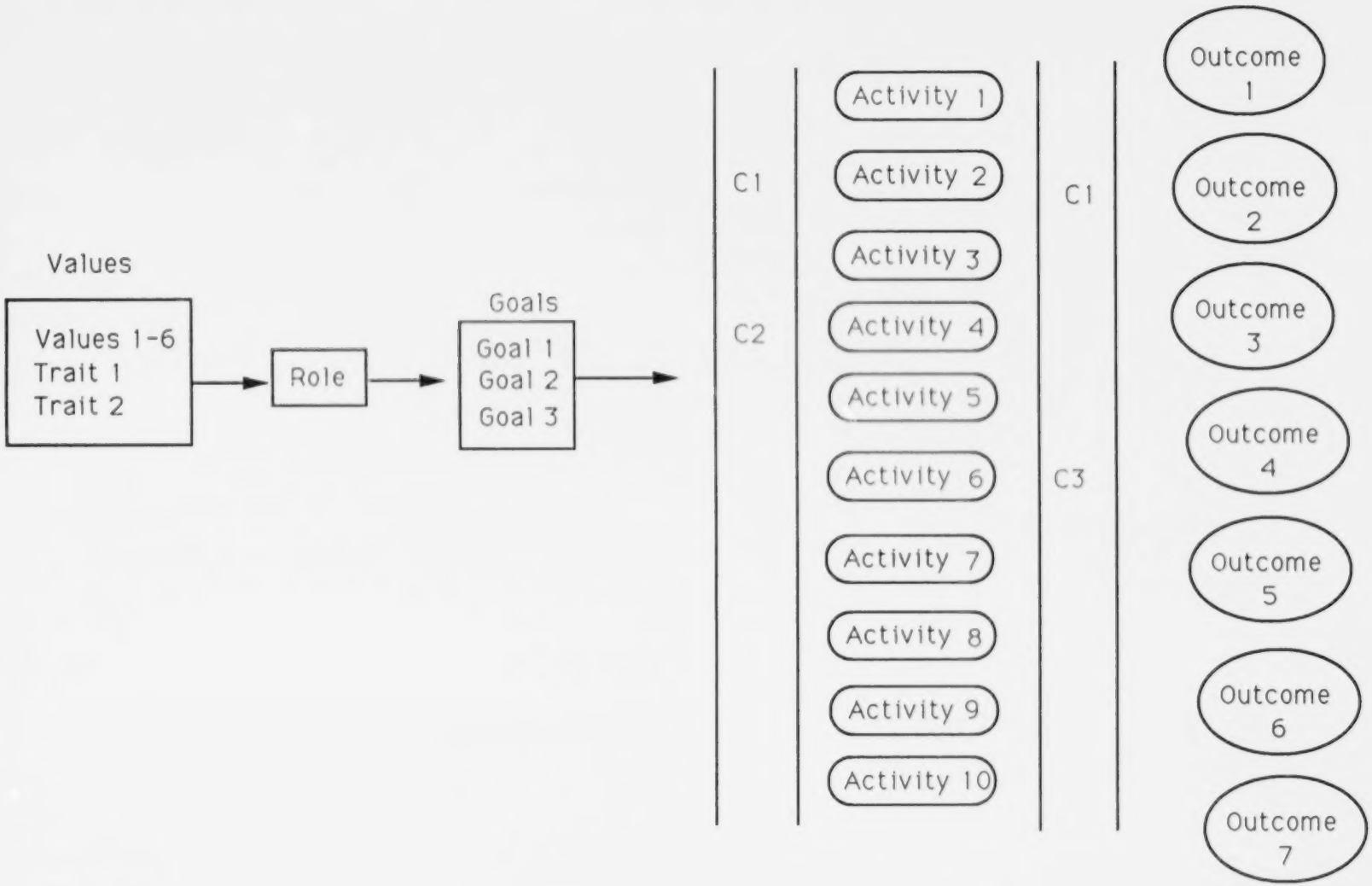
1. Student decided to continue with school.

2. Teachers routinely give extra time to athletes when competition schedules interfere with academic work.

3. Student is coming back to school.

4. Request for third VP turned down; Managed to give 1/3 administrative time to aspiring VP to help with counselling, and got a commitment from administration that that time will be increased to 2/3 time in 1989-90.

Principal 2: Staff Relations



Principal 2: Staff Relations

Value Statements

Value 1	It is important to give the staff the opportunity to get to see me.
Value 2	It is important for the staff to know that I (accept the consequences) take the flak.
Value 3	Principal's are becoming absentee landlords...it is important to run back (to school between meetings).
Value 4	You don't order secondary school teachers around, my theory is that they take on the characteristics of the kids that they work with.
Value 5	We need each other to bounce ideas off each other.
Value 6	It is important to staff to see that I will cover (a class or home room). And I enjoy it. I wish I could do it more often.
Trait 1	Affiliative
Trait 2	Helpful-humanistic

Goals

Goal 1	Give pat on head to staff.
Goal 2	Be visible and available to staff.
Goal 3	Collegial model of governance.

Constraints

C1	Authority of position can create barriers for some teachers.
C2	Principals are becoming absentee landlords (system meeting demands).
C3	Money for jujubes.

Principal 2

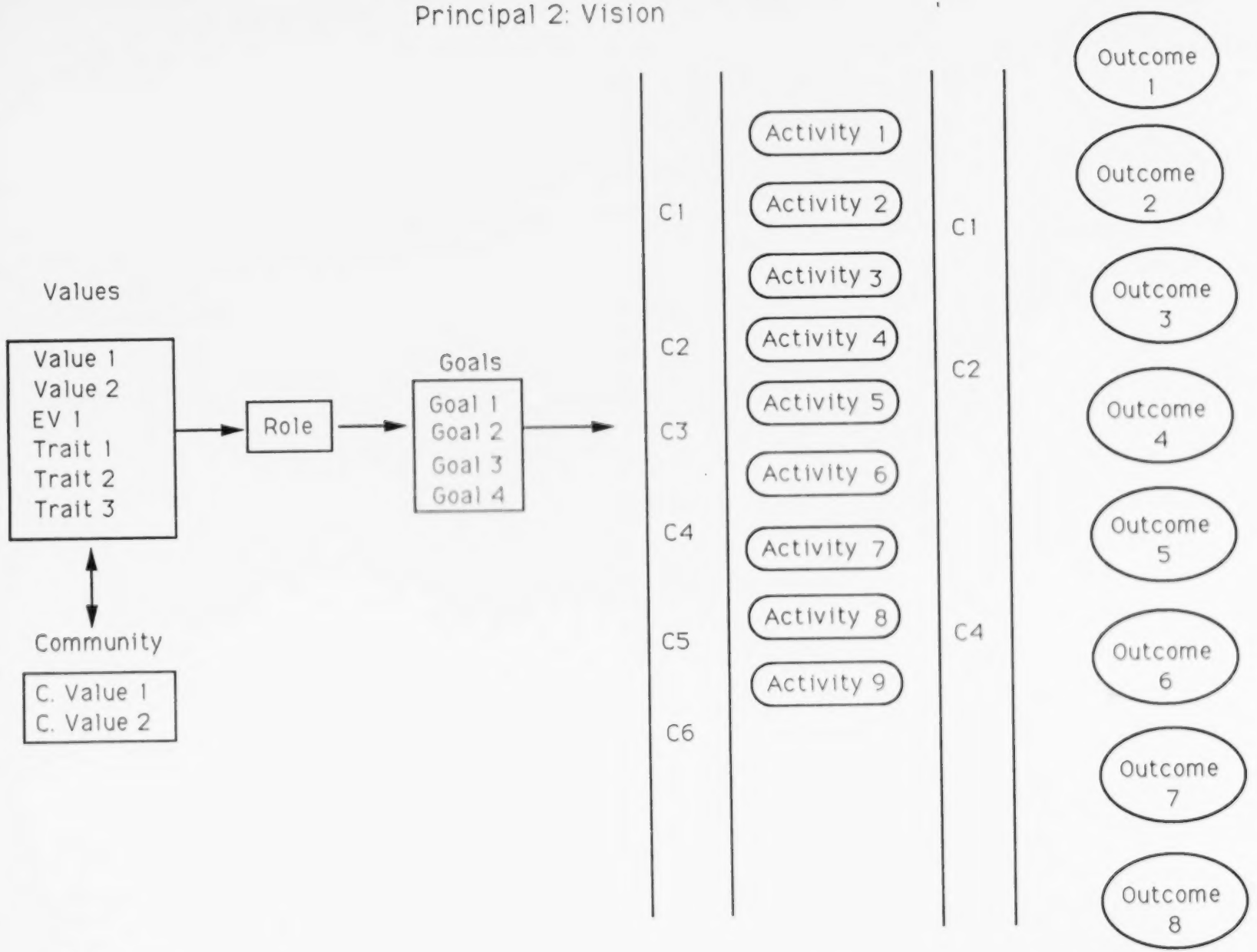
Activities

1. Talks to staff when touring school.
2. Discusses student/school problems with VP several times a day.
3. Office open-door policy.
4. Has jujubes on desk for staff/students.
5. Covers homeroom or class (about once every two weeks.)
6. Asks staff about family, or problems.
7. Participates in staff raffles, contests.
8. Established "lump of learning" award.
9. Answers phone for secretaries on occasion.
10. Writes congratulatory notes to staff.

Outcomes

1. Some staff invite him in to see projects/activities.
2. Close rapport between VP and him.
3. 3 1/2 pounds of jujubes are consumed weekly by staff, students.
4. Award has become a running joke among staff.
5. Secretaries are dedicated and work overtime.
6. Staff gave him an "award" to commemorate his locking himself in office.
7. Has received notes thanking him for his attention/concern.

Principal 2: Vision



Principal 2: Vision

Value Statements

Community Value 1

3.21 The worst problem is that the schools around us don't support us. They have a vision that this is a dummy school. And in their own subtle ways, tell parents why they don't like their kids to go to (this school).

Community Value 2

Those outside of school think we are babysitting.

Value 1 I want the school to remain aloof from the vocational school stance.

Value 2 I won't compromise what I believe the kids can do.

EV 1 Short statement on courses of study and evaluation: "These two areas, content and skills, are essential measuring sticks for every single course...mastery of content and the development of skills must be central to courses of study (and evaluation).

Trait 1 Achievement
Trait 2 Self-actualizing
Trait 3 "I have a greater sense of mission than that."

Goals

Goal 1 Provide a good valid education

Goal 2 Teachers are not to fill up the students' days with busy work. They are to follow the course of study.

Goal 3 (From statement on evaluation): It is our purpose here... to teach, to make our students stretch and grow intellectually as well as attitudinally.

Goal 4 The kids will learn about all the objectives, but techniques should be modified as needed.

Constraints

C1 Lack of community acceptance.
C2 Credibility of basic level education in system.
C3 Teachers' attitudes.
C4 Staffing formula: penalizes school for moving students out of basic into general level.
C5 Not the local receiving high school for majority of students.
C6 Space problems: lack of regular classroom space.

Principal 2

Activities

1. Wrote statement of expectations which was discussed at department and staff meetings.

2. Department heads are expected to help teachers, monitor lesson plans.

3. Supervision: Classroom observations.

4. Course options: fought for drafting rather than blue prints course; Driver education for truck driving. Proposed 1/2 credit courses in core subjects to complement math and science needed in tech courses.

5. Course packages for specific careers outlined in school calendar.

6. Established policy to move senior students from basic to general level whenever possible.

7. Responded to negative OSSTF cartoon re basic level students.

8. Phoned fellow principal to complain about humour about basic level students used in his assemblies.

9. Established cooperative education program to enhance educational opportunities and win community acceptance.

Outcomes

1. Every teacher knows what expectations are re courses of study.

2. Not every teacher accepts philosophy.

3. Basic level drafting is offered; 1/2 credit courses have not been.

4. Students found course packages helpful in choosing courses.

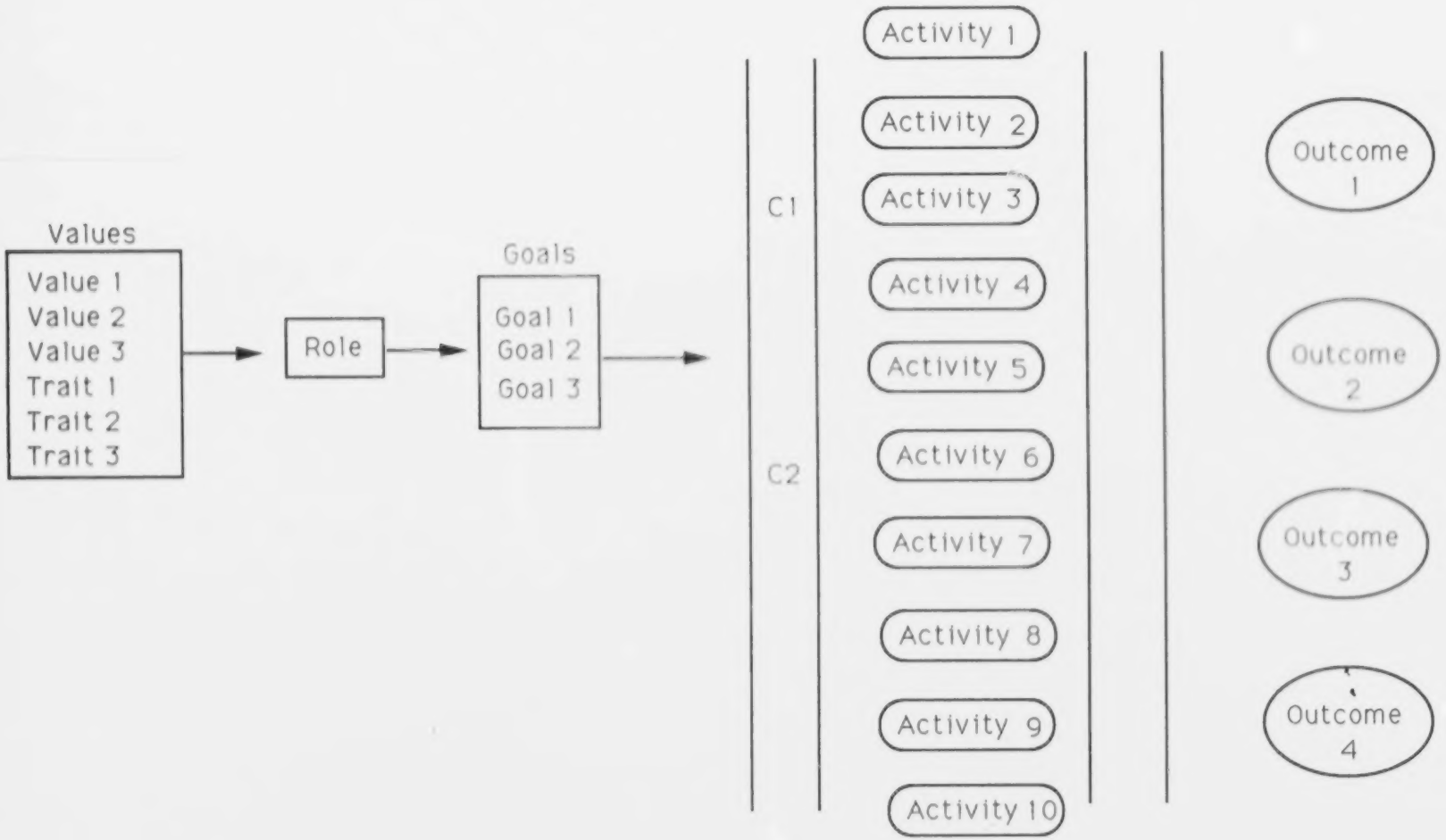
5. Many senior level students are moved to the general level. This means some basic level options have to be dropped because of staffing formula.

6. Received apologies from OSSTF, fellow principal.

7. School's image slowly improving in community, but there is not real acceptance of school.

8. Coop program has been unqualified success; all students have been placed; employers have been impressed with their attitudes and skills.

Principal 3: Staff Relations



Principal 3: Staff Relations

Value Statements

Value 1	Ever since I came to the school, I have been trying to set up a retreat...(I think retreats are wonderful...)
Value 2	Covey taught me the whole notion of listening...my vision, empowerment. Covey made an impact on me and I have internalized it.
Value 3	My responsibility is to facilitate the growth of people in the building. That's my central and key role.
Trait 1	Affiliation
Trait 2	Approval needs
Trait 3	"I am a super extrovert."

Goals

1. Retreat for staff.
2. Be available to support staff.
3. Encourage/empower people.

Constraints

C1	Money for staff retreat.
C2	Time commitments outside of school.

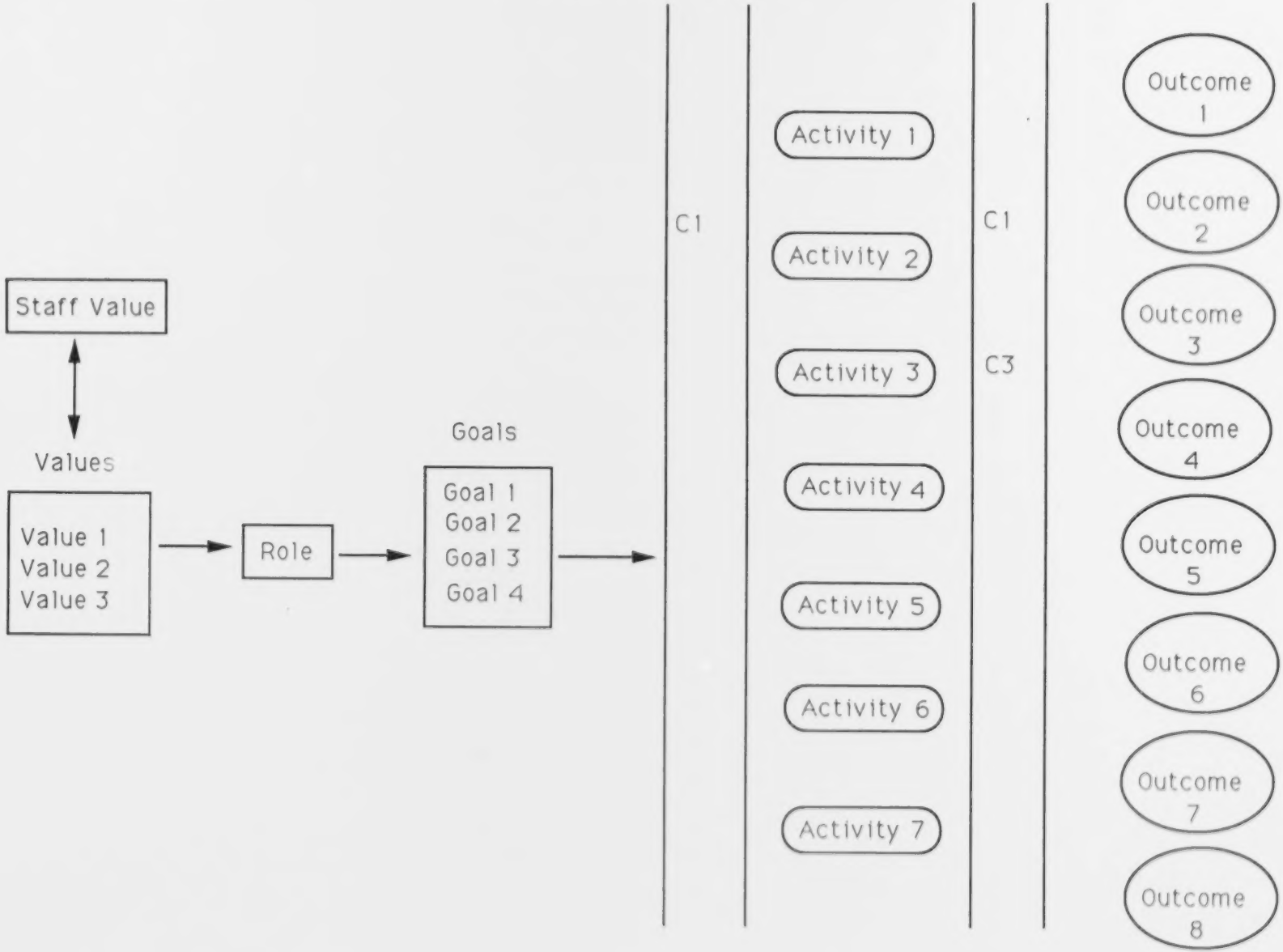
Activities

1. Birthday roses for female staff.
2. Birthday cards to all staff.
3. Held retreat for staff.
4. Jokes, has tea for cleaning ladies.
5. Asked Business Head if he were willing to stand for provincial award.
6. Is sociable and friendly; hugs staff members.
7. Holds weekly cabinet meetings.
8. Uses committees extensively to review school issues/concerns.
9. Chats extensively with office staff.
10. Tours school to touch base with and say "hi" to people.

Outcomes

1. Support staff don't feel like "second class citizens".
2. Friendly atmosphere; people laugh, joke.
3. Refused nomination.
4. POS data indicates staff do not feel that he encourages team building.

Principal 3: Discipline



Principal 3: Discipline

Value Statements

Value 1 I... prefer informal supervision.

Value 2 We want students to develop a sense of self-discipline.

Value 3 ... this is a problem for all of us... as opposed to hammering of top down supervision...we are going to stress that students are part of the problem solving process.

Staff Value

New staff who come from a different setting may say, "Gee, we should have more supervision."

Goals

Goal 1 Discipline was right at the top (of the needs assessment last year)...so discipline was a major goal last year...

Goal 2 My goal in the second semester is to get those meetings going (for teachers)...meetings in which there would be mutual cooperative problem solving, for instance, teachers who are having problems or difficulties with particular students will get together...I want teachers to meet on a regular basis...

Goal 3 Both the staff and parent input is reflected in the behaviour code, but it was my goal. It was my philosophy which was accepted.

Goal 4 We wanted parents to hear Barbara Coloroso's message.

Constraints

C1 Staff attitudes: some want formal supervision policy.
C2 Police cooperation necessary for dance policy.
C3 Legal ramifications of informal supervision.

Principal 3

Activities

1. Ensures discipline at dances by having police in attendance and laying charges if found drinking or taking drugs.

2. Enforces discipline in hallways when touring school.

3. Asked teacher to head up group for mutual cooperative problem solving re disruptive students for interested teachers.

4. Developed behaviour code.

5. Invited Barbara Colorosa to speak to staff and separately to parents.

6. Went to each homeroom to talk about discipline, behaviour with students.

7. Consulted with custodian about appropriate punishment for student caught making a mess in cafeteria.

Outcomes

1. Police attend dances; once refused to lay a charge when requested to do so. There are no serious discipline problems at dances.

2. Discipline is not a serious problem at school. Minor problems wax and wane as more or less notice is drawn to them.

3. Questioned about informal supervision policy by lawyers after one incident involving a fight.

4. Key teacher could not organize support group.

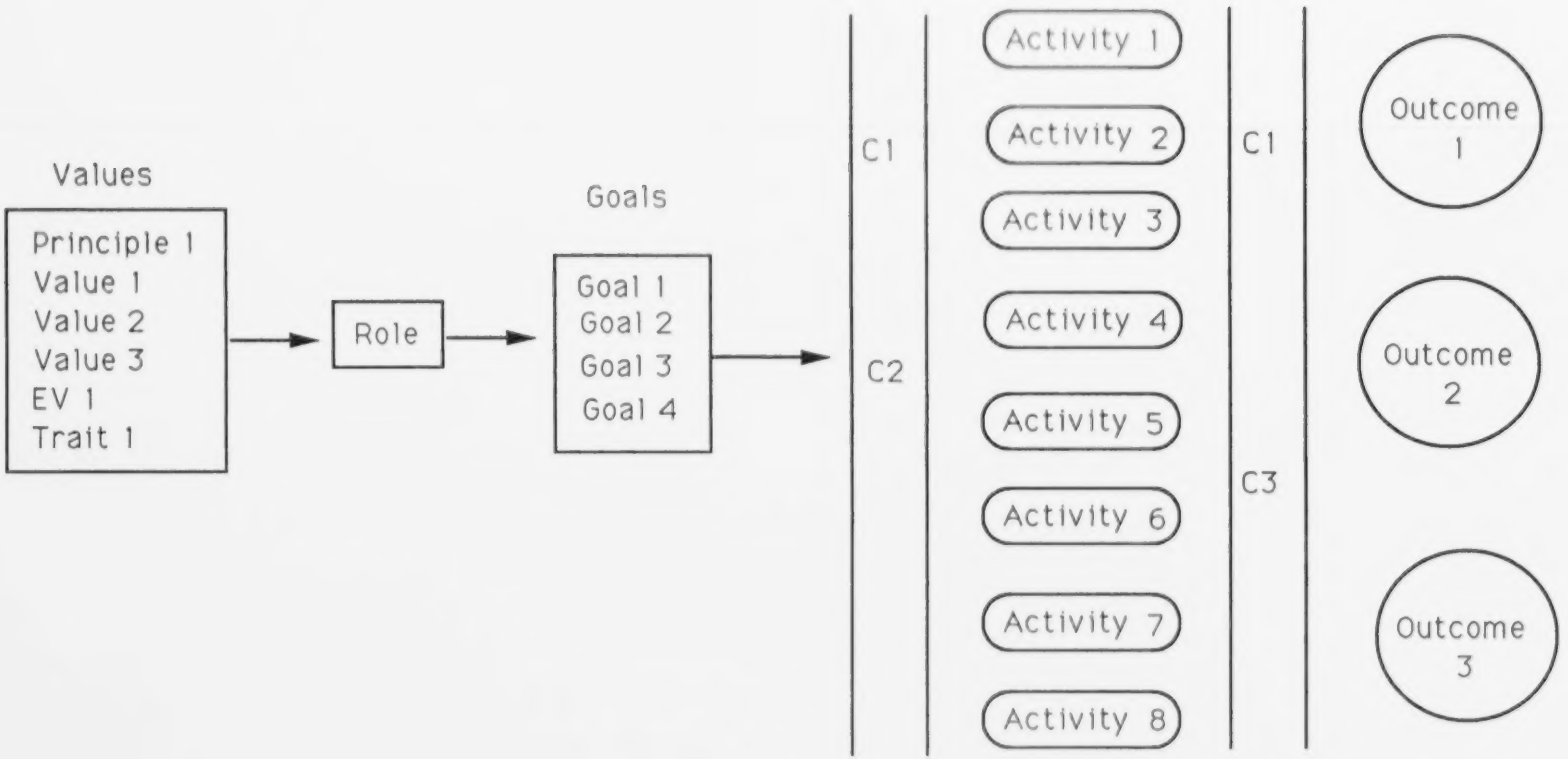
5. Behaviour code drawn up with teacher/parental input. Some teachers follow; some ignore.

6. Good turn out for Colorosa evening. Invited back spring, 1989.

7. Discipline problems temporarily waned after classroom visits.

8. Custodian supervised student; had him help clean cafeteria after school for three days.

Principal 4: Staff Relations



Principal 4: Staff Relations

Value Statements

Principle 1	There will not be any discrimination. Everybody will be a staff member here...and it starts right then and we just build on that. And it's just expected. Everybody is expected to be supportive of everybody else.
Value 1	(We need to work for consensus.) It (voting) got to the point that I felt it was doing more harm than good, because it was getting people in two camps, and we don't need that...if we want to have a vote, there are going to be some hands up and some hands against.
Value 2	I like to make myself visible...
Value 3	"...most things I like to run by [the cabinet] sort of thing, and say all those in favor, because I know most of them are. ...But for most the things, even though it takes more time to do it that way, and you know that they're going to vote for it anyway, but at least if they know that they've done their, and we've taken the vote on it... Perception of participatory democracy. (ha,ha,ha).
EV 1	So I don't think that's a big problem. They, I can see though that they are protected and that's another line you sort of walk. I sort of work on the philosophy that if you can keep the people out of the teachers hair, and let them get on with the job of teaching then its going to be better for everybody.
Trait 1	Power (control): self-evaluation
Trait 2	Conventional (bureaucratic): self-evaluation
Trait 3	Helpful-humanistic: Others' evaluation

Goals

1.	Protect teachers from administration so they can teach.
2.	Be visible and available to staff.
3.	Everyone is to support everyone else.
4	Maintain perception of parliamentary democracy.

Constraints

C1	Laconic personality
C2	Time spent at counter and touring
C3	Collective agreement for support staff

Principal 4

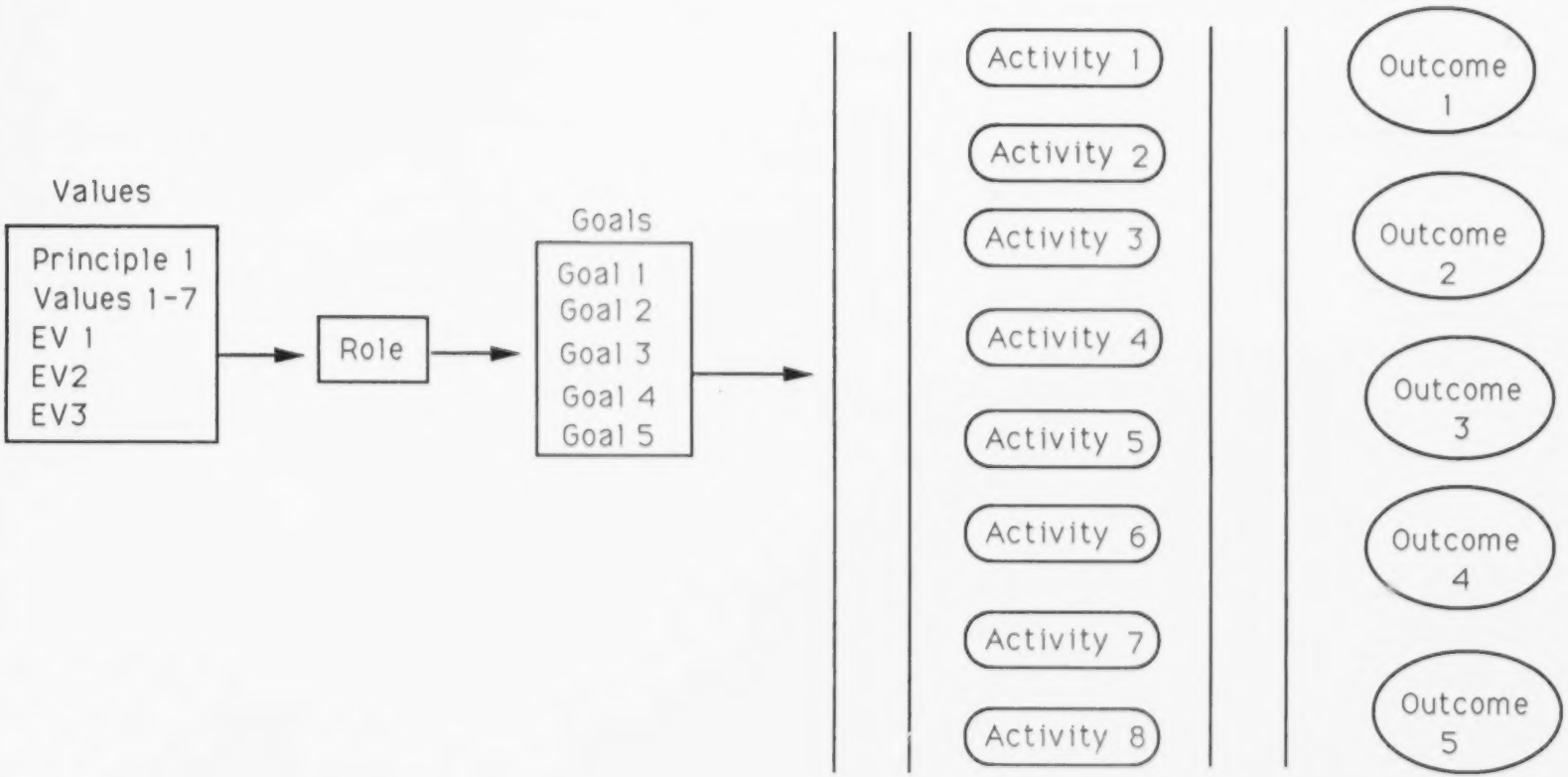
Activities

1. Stands at office counter every morning to talk to staff as they arrive.
2. Stands at hall at end of day to be available to staff.
3. Tours school.
4. Has staff vote on issue when consensus is expected.
5. Attempted to get insurance benefits for support staff.
6. Answers phone, starts on supply list for secretaries/VP before they arrive.
7. Plays ping pong with male staff at lunch.
8. Teaches Math Head and secretaries how to use computer.

Outcomes

1. Teachers tell him about small (or large) problems and he solves immediately.
2. Perception of collegial model (Life Styles data).
3. Support staff strongly support/respect him.

Principal 4: Discipline



Principal 4: Discipline/Student Behaviour

Value Statements

Principle 1	I don't know what it is, I just, I expect respect and order and that's my philosophy.
Value 1	The most important thing about discipline is to develop self-discipline.
Value 2	The kids need structure and so do some of the teachers. Generally they are all very happy.
Value 3	Well, you stamp on those sorts of things right at the start, and it sets the tone for the whole bloody thing. And if you set the tone up there (cafeteria), then that's another way of setting the tone in the whole school.
Value 4	Some people I think are a little harsh that way (singling some one out)... Discipline should be friendly but firm.
Value 5	I think we have to be directive in setting up the guidelines if you want them within the guidelines with which to live.
Value 6	Sometimes you have to tell them more than once. You hit him with a two-by-four. You've got to get their attention first."
Value 7	If you've got a rule there then you either make the people abide by the rule or you remove the rule. That's why I try to keep as few rules as I can.
EV 1	Oh yes, peer pressure really makes a big difference there. (re discipline and self-discipline).
EV 2	General students must have routine.
EV 3	I think you can control a lot of atmosphere up there (the cafeteria) (by supervision).

Goals

Goal 1	Rules will be enforced.
Goal 2	Develop self-discipline.
Goal 3	Try not to make a big deal out of little things for the kids (re discipline).
Goal 4	Stamp on things at the start.
Goal 5	Ensure they have proper manners in large groups.

Principal 4

Activities

1. Holds assemblies every other week to learn group courtesy.

2. Supervises cafeteria first lunch hour.

3. Personally disciplines students occasionally: a) dropout wearing a hat and refusing to remove it given official warning that police would be called if caught on school property again; b) Police called re student leaving school with beer bottle in hand; c) counselled student re fire extinguisher incident; d) reprimanded student sent to office for swearing.

4. Has VP call homes next day re any discipline problems.

5. Discipline code enforced.

6. Locker selection policy strictly enforced.

7. Public locker searches if suspected wrong doing.

8. Monitors front hallway at end of school day.

Outcomes

1. Well behaved in assemblies. Get compliments on group behaviour when on field trips.

2. No problems in cafeteria. Never any food fights.

3. Well disciplined, strict school.

4. Locker policy sets tone for year: "If he is that strict about a little thing like that, he will really be strict about big things."

5. Teachers who have trouble with discipline in other schools are carried by the tone of the school and have few classroom discipline problems.

APPENDIX D

NORM COMPARISONS:
Org. Level: 224 TEACHER GROUPS

SCHOOL 1: TEACHER RESPONSES

Survey Date: APRIL 1988

WORK GROUP 1

Number Surveyed: 52

INDEX Question	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms	Mean (Like) Now	% Answering 1& 2	3& 4	5	6	7& 8	Prev Mean	Change
CAUSAL: Teachers' Perception	63		5.42							
CAUSAL: Climate	55		5.31							
Goal Commitment	68		6.15							
Decision Process	56		4.97							
Team Cooperation	43		4.78							
CAUSAL: Principal's Leadership	65		5.46							
Principal's Administrative Style	74		5.78							
Support	71		6.40							
Receptivity to Teachers' Ideas	29		4.01							
Goal Emphasis	79		6.53							
Team Building	51		4.87							
Work Facilitation	63		5.74							
Decision Making	21		4.29							
Competence	82		6.86							
Receptivity to Students' Ideas	84		4.56							
INTERVENING: Teachers' Perception	67		6.13							
Teachers' Openness with Principal	78		6.71							
Principal Knows Teachers' Problems	75		6.08							
Communication Flow	57		5.66							
Teachers' Support to Others	62		6.91							
Goal Emphasis	52		5.10							
Teachers' Motivation	45		6.28							
Work Satisfaction	55		6.19							

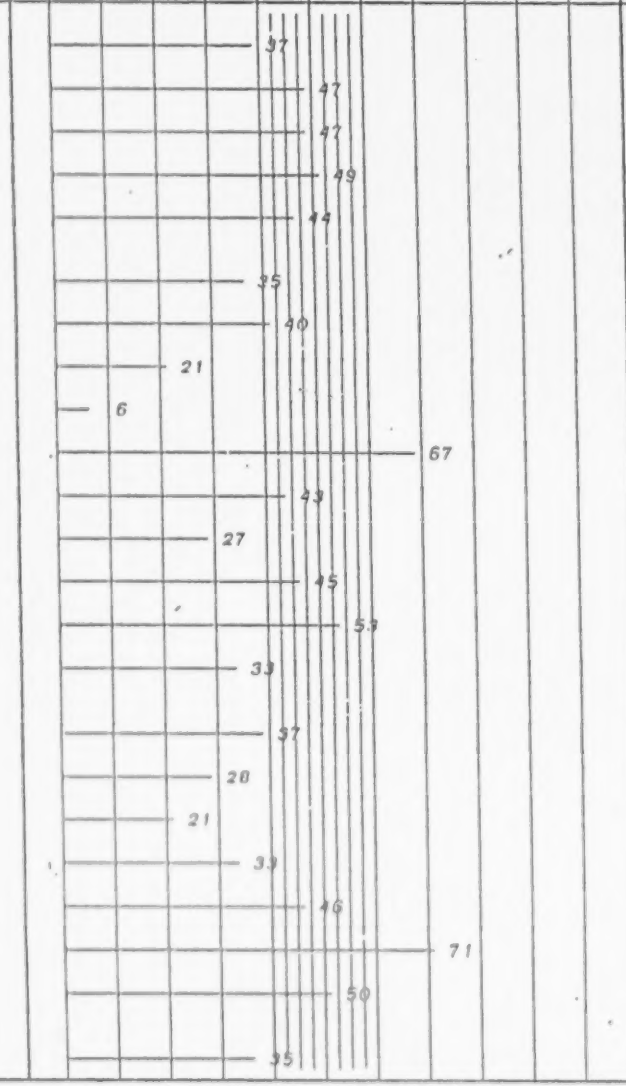
NORM COMPARISONS:
Org. Level: 224 TEACHER GROUPS

SCHOOL 2: TEACHER RESPONSES

Survey Date: APRIL 1988

WORK GROUP 2

Number Surveyed: 33



INDEX / Question	Other Norms	Mean (Like) Now	% Answering 1& 2	3& 4	5	6	7& 8	Prev Mean	Change
CAUSAL: Teachers' Perception		4.81							
CAUSAL: Climate		5.12							
Goal Commitment		5.75							
Decision Process		4.79							
Team Cooperation		4.80							
CAUSAL: Principal's Leadership		4.72							
Principal's Administrative Style		4.69							
Support		5.06							
Receptivity to Teachers' Ideas		2.92							
Goal Emphasis		6.13							
Team Building		4.60							
Work Facilitation		4.64							
Decision Making		4.97							
Competence		5.76							
Receptivity to Students' Ideas		3.21							
INTERVENING: Teachers' Perception		5.55							
Teachers' Openness with Principal		5.17							
Principal Knows Teachers' Problems		4.26							
Communication Flow		5.22							
Teachers' Support to Others		6.70							
Goal Emphasis		5.58							
Teachers' Motivation		6.36							
Work Satisfaction		5.76							

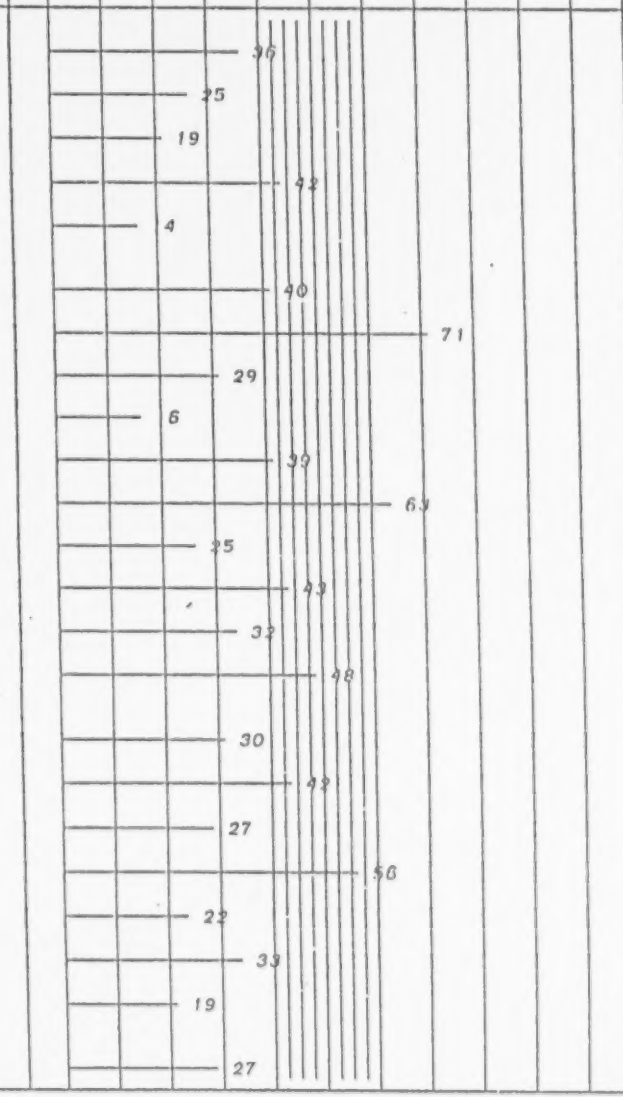
SCHOOL 3: TEACHER RESPONSES

NORM COMPARISONS:
Org. Level: 224 TEACHER GROUPS

Survey Date: APRIL 1988

WORK GROUP 3

Number Surveyed: 26



INDEX / Question	Other Norms	Mean (Like) Now	% Answering 1& 2	3& 4	5	6	7& 8	Prev Mean	Change
CAUSAL: Teachers' Perception		4.79							
CAUSAL: Climate		4.60							
Goal Commitment		5.16							
Decision Process		4.64							
Team Cooperation		3.83							
CAUSAL: Principal's Leadership		4.84							
Principal's Administrative Style		5.68							
Support		5.32							
Receptivity to Teachers' Ideas		3.52							
Goal Emphasis		5.34							
Team Building		5.28							
Work Facilitation		4.58							
Decision Making		4.92							
Competence		5.05							
Receptivity to Students' Ideas		3.59							
INTERVENING: Teachers' Perception		5.41							
Teachers' Openness with Principal		5.61							
Principal Knows Teachers' Problems		4.50							
Communication Flow		5.64							
Teachers' Support to Others		6.35							
Goal Emphasis		4.62							
Teachers' Motivation		5.79							
Work Satisfaction		5.56							

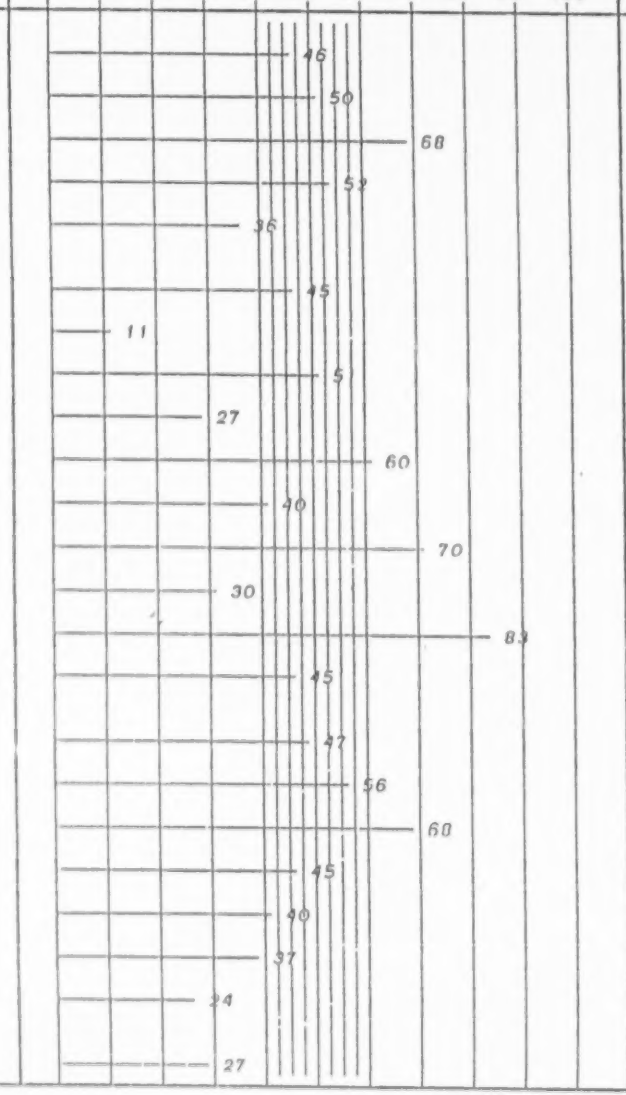
NORM COMPARISONS:
Org. Level: 224 TEACHER GROUPS

SCHOOL 4: TEACHER RESPONSES

Survey Date: APRIL 1988

WORK GROUP 4

Number Surveyed: 37



INDEX Question	Other Norms	Mean (Like) Now	% Answering 1& 2	3& 4	5	6	7& 8	Prev Mean	Change
CAUSAL: Teachers' Perception		5.03							
CAUSAL: Climate		5.20							
Goal Commitment		6.15							
Decision Process		4.88							
Team Cooperation		4.60							
CAUSAL: Principal's Leadership		4.97							
Principal's Administrative Style		3.49							
Support		5.89							
Receptivity to Teachers' Ideas		3.95							
Goal Emphasis		5.93							
Team Building		4.51							
Work Facilitation		5.96							
Decision Making		4.57							
Competence		6.93							
Receptivity to Students' Ideas		3.51							
INTERVENING: Teachers' Perception		5.74							
Teachers' Openness with Principal		6.01							
Principal Knows Teachers' Problems		5.81							
Communication Flow		5.45							
Teachers' Support to Others		6.62							
Goal Emphasis		4.70							
Teachers' Motivation		5.08							
Work Satisfaction		5.57							

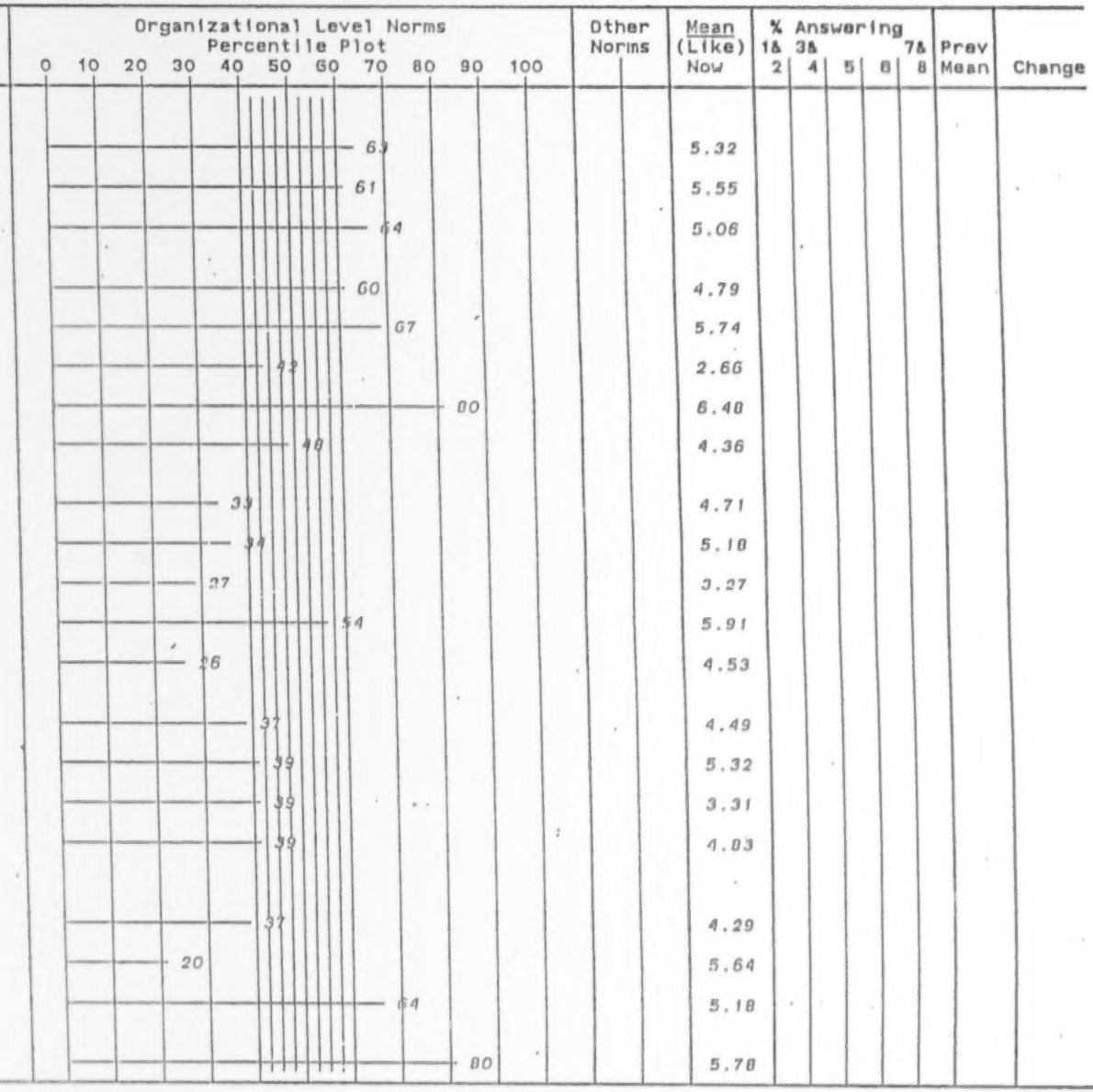
NORM COMPARISONS:
Org. Level: 63 STUDENT GROUPS

SCHOOL 1: STUDENT RESPONSES

WORK GROUP 1

Survey Date: APRIL 1988

Number Surveyed: 126



NORM COMPARISONS:
Org. Level: 63 STUDENT GROUPS

SCHOOL 2: STUDENT RESPONSES

Survey Date: APRIL 1988

WORK GROUP 2

Number Surveyed: 53

INDEX / Question	Organizational Level Norms Percentile Plot (0 10 20 30 40 50 60 70 80 90 100)	Other Norms	Mean (Like) Now	% Answering 1& 2	3& 4	5	6	7& 8	Prev Mean	Change
PROFILE SUMMARY										
CAUSAL: Climate	28		4.68							
Goal Commitment	18		4.72							
Team Cooperation	45		4.69							
CAUSAL: Principal's Leadership	28		4.12							
Support by Principal	25		4.78							
Receptivity to Students' Ideas	29		2.40							
Principal's Goal Emphasis	33		5.37							
Students' Openness to Principal	27		3.84							
CAUSAL: Teachers' Leadership	10		4.27							
Support by Teachers	10		4.63							
Receptivity to Students' Ideas	29		3.32							
Teachers' Goal Emphasis	6		5.14							
Students' Openness to Teachers	6		3.99							
CAUSAL: Counselors' Leadership	17		4.13							
Support by Counselors	23		5.01							
Receptivity to Students' Ideas	17		2.96							
Students' Openness to Counselors	11		4.25							
Student Leadership										
Support by Students	12		3.87							
Students' Motivation	10		5.44							
Students' Goal Emphasis	18		4.34							
END RESULTS	58		5.33							

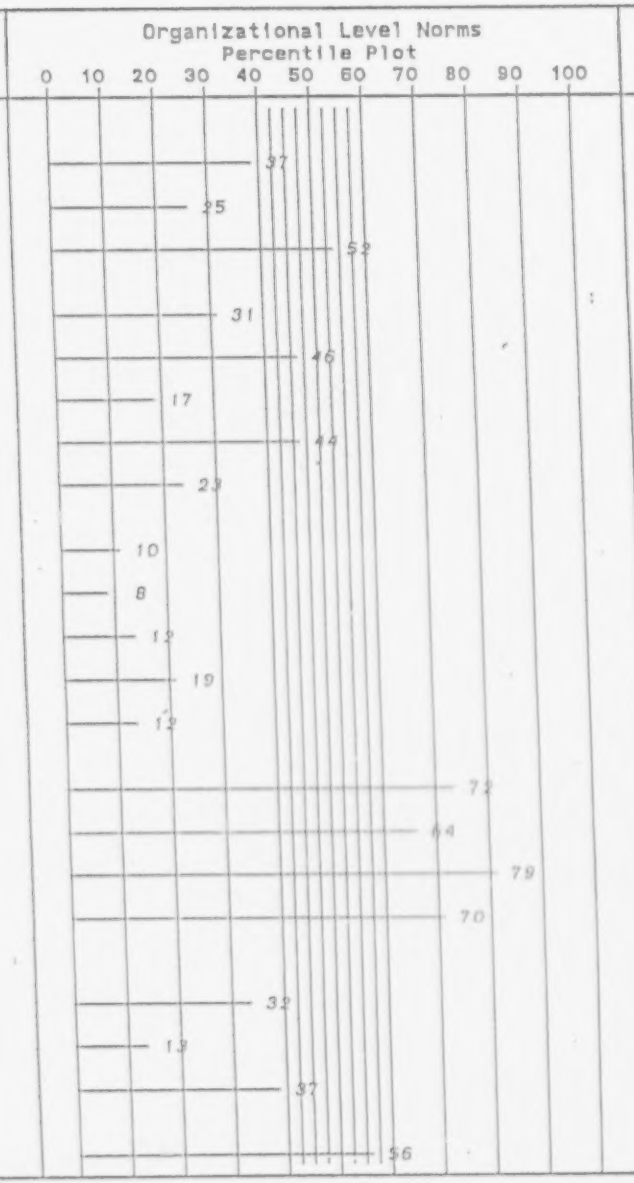
NORM COMPARISONS:
Org. Level: 63 STUDENT GROUPS

SCHOOL 3: STUDENT RESPONSES

WORK GROUP 3

Survey Date: APRIL 1988

Number Surveyed: 61



INDEX / Question	Other Norms	Mean (Like) Now	% Answering 1& 3& 2 4 5 6 7& 8	Prev Mean	Change
PROFILE SUMMARY					
CAUSAL: Climate		4.85			
Goal Commitment		4.89			
Team Cooperation		4.82			
CAUSAL: Principal's Leadership		4.19			
Support by Principal		5.28			
Receptivity to Students' Ideas		2.07			
Principal's Goal Emphasis		5.62			
Students' Openness to Principal		3.72			
CAUSAL: Teachers' Leadership		4.24			
Support by Teachers		4.58			
Receptivity to Students' Ideas		2.95			
Teachers' Goal Emphasis		5.23			
Students' Openness to Teachers		4.21			
CAUSAL: Counselors' Leadership		4.98			
Support by Counselors		5.75			
Receptivity to Students' Ideas		3.89			
Students' Openness to Counselors		5.30			
Student Leadership					
Support by Students		4.22			
Students' Motivation		5.51			
Students' Goal Emphasis		4.70			
END RESULTS		5.28			

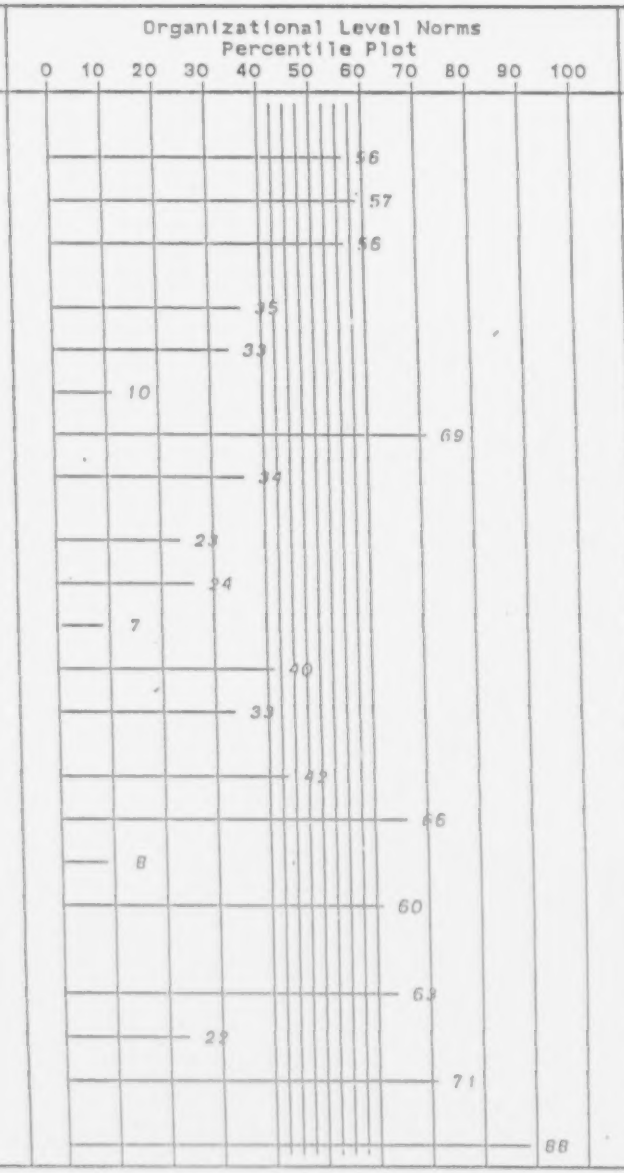
NORM COMPARISONS:
Org. Level: 63 STUDENT GROUPS

SCHOOL 4: STUDENT RESPONSES

Survey Date: APRIL 1988

WORK GROUP 4

Number Surveyed: 100



INDEX / Question	Other Norms	Mean (Like) Now	% Answering 1& 2	3& 4	5	6	7& 8	Prev Mean	Change
PROFILE SUMMARY									
CAUSAL: Climate	56	5.18							
Goal Commitment	57	5.47							
Team Cooperation	56	4.90							
CAUSAL: Principal's Leadership	35	4.27							
Support by Principal	33	5.00							
Receptivity to Students' Ideas	10	1.83							
Principal's Goal Emphasis	69	6.18							
Students' Openness to Principal	34	4.04							
CAUSAL: Teachers' Leadership	23	4.55							
Support by Teachers	24	5.01							
Receptivity to Students' Ideas	7	2.70							
Teachers' Goal Emphasis	40	5.67							
Students' Openness to Teachers	33	4.64							
CAUSAL: Counselors' Leadership	42	4.56							
Support by Counselors	66	5.78							
Receptivity to Students' Ideas	8	2.71							
Students' Openness to Counselors	60	5.15							
Student Leadership									
Support by Students	63	4.62							
Students' Motivation	22	5.67							
Students' Goal Emphasis	71	5.29							
END RESULTS	88	6.00							

APPENDIX E

PRINCIPAL 1: SELF EVALUATION

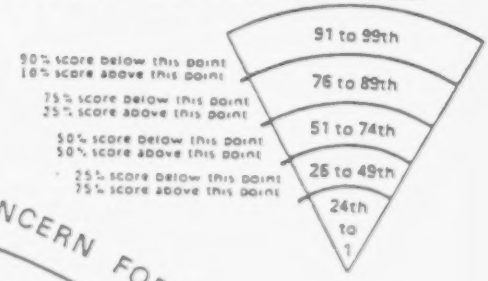
GENERAL POPULATION BREAKDOWN

This profile has been calibrated in such a way that the plotting of your score will automatically provide you with a comparison between your perception of yourself and the perception a General Population has of itself.

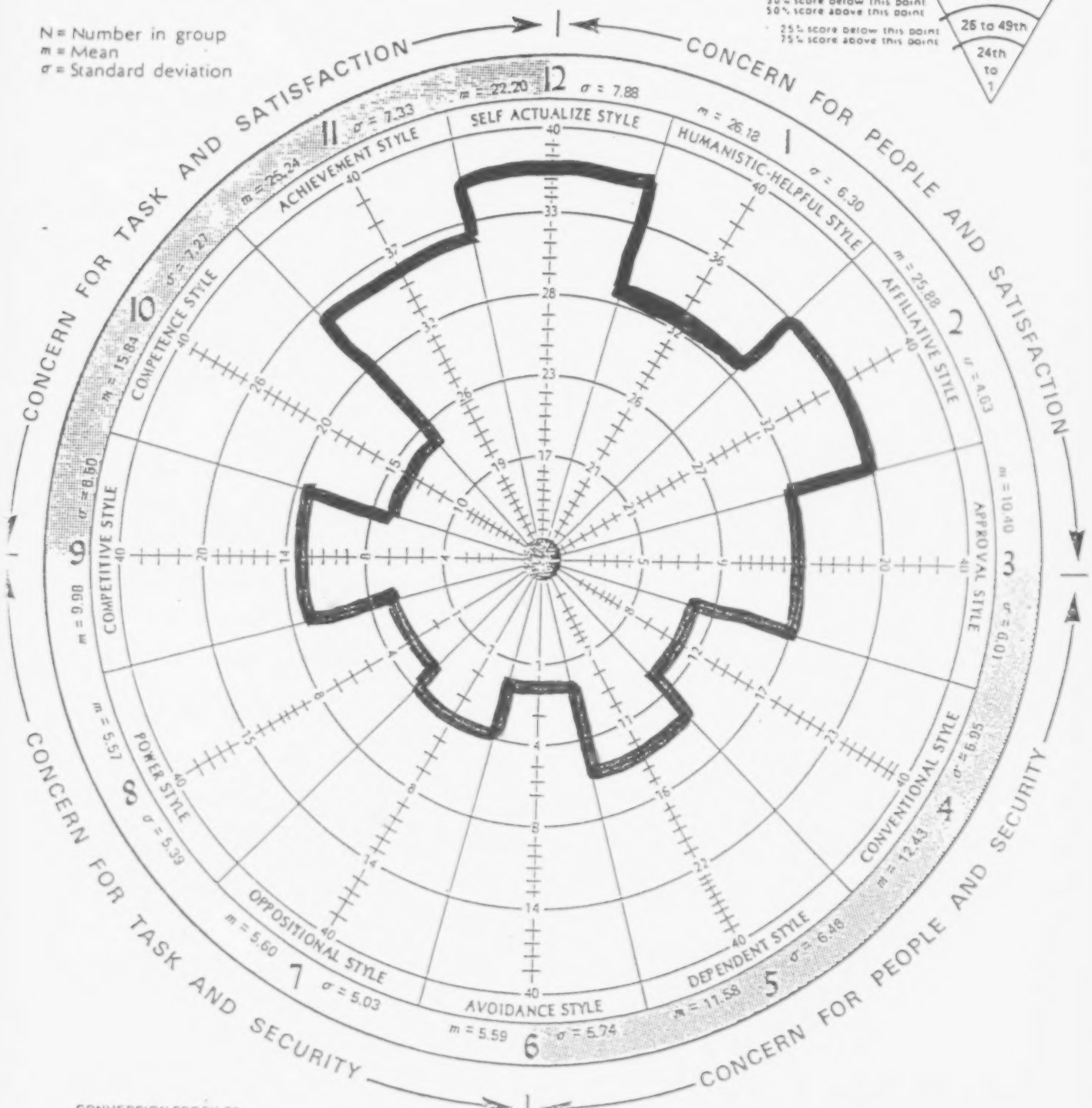
LIFE STYLES SUMMARY PROFILE
General Population
Number – 7376

3476 Management field
2102 Teachers
1798 Misc. - Students, Nurses Secretaries, Salespeople, etc.

How to Read Profile
Scores are presented in percentiles for a given group. In this profile – General Population


91 to 99th
90% score below this point
10% score above this point
76 to 89th
75% score below this point
25% score above this point
51 to 74th
50% score below this point
50% score above this point
26 to 49th
25% score below this point
75% score above this point
24th to 1

N = Number in group
m = Mean
σ = Standard deviation


CONCERN FOR TASK AND SATISFACTION
CONCERN FOR PEOPLE AND SATISFACTION
CONCERN FOR TASK AND SECURITY
CONCERN FOR PEOPLE AND SECURITY
12 SELF ACTUALIZE STYLE m = 22.20 σ = 7.88
1 HUMANISTIC-HELPFUL STYLE m = 26.18 σ = 6.30
2 AFFILIATIVE STYLE m = 25.88 σ = 4.03
3 APPROVAL STYLE m = 10.40 σ = 10.01
4 CONVENTIONAL STYLE m = 12.43 σ = 6.05
5 DEPENDENT STYLE m = 11.58 σ = 6.48
6 AVOIDANCE STYLE m = 5.59 σ = 5.74
7 OPPOSITIONAL STYLE m = 5.60 σ = 5.03
8 POWER STYLE m = 5.57 σ = 5.39
9 COMPETITIVE STYLE m = 9.98 σ = 8.60
10 COMPETENCE STYLE m = 15.84 σ = 7.22
11 ACHIEVEMENT STYLE m = 23.24 σ = 7.33

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Middle Management
Supervisory
Sales

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J. CLAYTON LAFFERTY, Ph.D.

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PRINCIPAL 1: EVALUATION BY OTHERS

Level II: Life Styles Profile

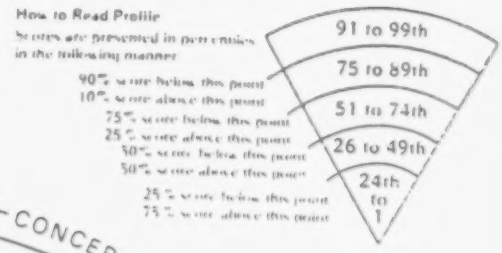
This graph is based on the percentile rankings of how 508 members of the general population were described on Level II by 3,299 others.

N = Number In Group
m = Mean
σ = Standard deviation

How to Read Profile

Scores are presented in percentiles in the following manner

90% score below this point
10% score above this point
75% score below this point
25% score above this point
50% score below this point
50% score above this point
25% score below this point
75% score above this point



PRINCIPAL 2: SELF EVALUATION

GENERAL POPULATION BREAKDOWN

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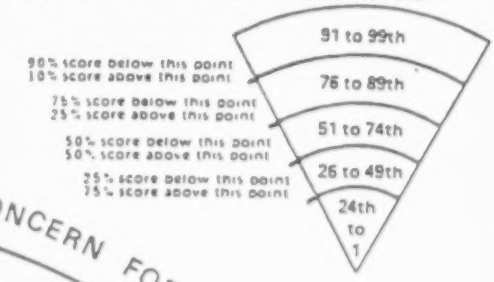
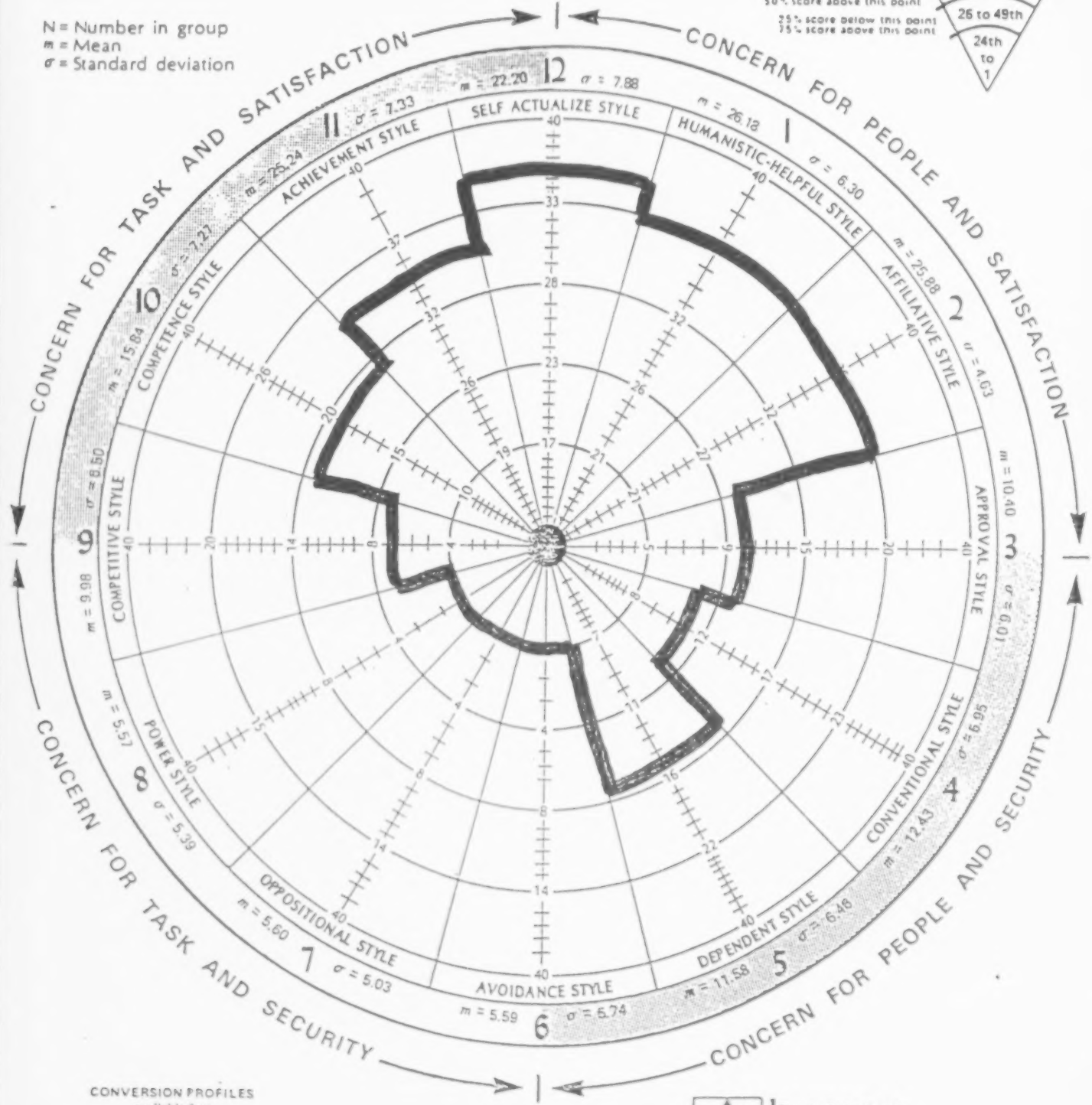
General Population
Number – 7376

3476 Management field
2102 Teachers
1798 Misc. - Students, Nurses, Secretaries, Salespeople, etc.

How to Read Profile
Scores are presented in percentiles for a given group. In this profile – General Population


91 to 99th
76 to 89th
51 to 74th
26 to 49th
24th to 1
90% score below this point
10% score above this point
75% score below this point
25% score above this point
50% score below this point
50% score above this point
25% score below this point
75% score above this point

N = Number in group
m = Mean
σ = Standard deviation


CONCERN FOR TASK AND SATISFACTION
CONCERN FOR PEOPLE AND SATISFACTION
CONCERN FOR TASK AND SECURITY
CONCERN FOR PEOPLE AND SECURITY
1 HUMANISTIC-HELPFUL STYLE m = 26.12 σ = 6.30
2 AFFILIATIVE STYLE m = 25.88 σ = 4.03
3 APPROVAL STYLE m = 10.40 σ = 6.01
4 CONVENTIONAL STYLE m = 12.43 σ = 6.95
5 DEPENDENT STYLE m = 11.58 σ = 6.48
6 AVOIDANCE STYLE m = 5.59 σ = 6.74
7 OPPOSITIONAL STYLE m = 5.60 σ = 5.03
8 POWER STYLE m = 5.57 σ = 5.39
9 COMPETITIVE STYLE m = 9.98 σ = 8.50
10 COMPETENCE STYLE m = 15.84 σ = 7.22
11 ACHIEVEMENT STYLE m = 25.24 σ = 7.33
12 SELF ACTUALIZE STYLE m = 22.20 σ = 7.88

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How to Read Profile
Scores are presented in percentiles in the following manner.

91 to 99th
75 to 89th
51 to 74th
26 to 49th
24th to 1

90% score below this point
10% score above this point
75% score below this point
25% score above this point
50% score below this point
50% score above this point
25% score below this point
75% score above this point

PRINCIPAL 3: SELF EVALUATION

GENERAL POPULATION BREAKDOWN

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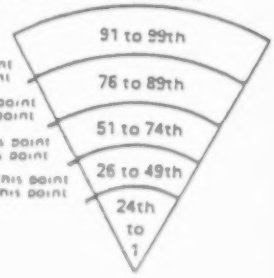
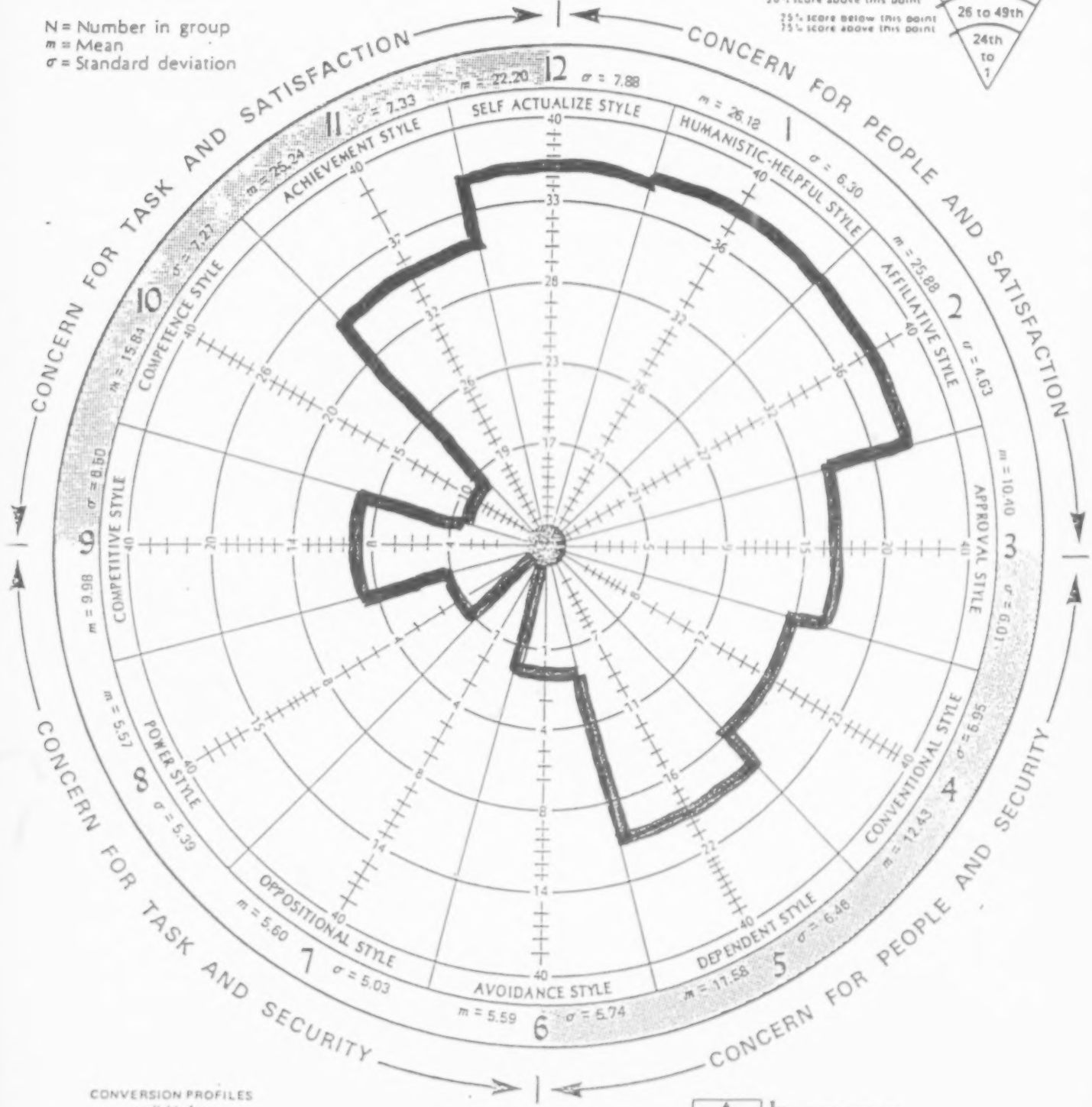
General Population
Number – 7376

3476 Management field
2102 Teachers
1798 Misc. - Students, Nurses, Secretaries, Salespeople, etc.

How to Read Profile
Scores are presented in percentiles for a given group. In this profile – General Population


91 to 99th
76 to 89th
51 to 74th
26 to 49th
24th to 1
90% score below this point
10% score above this point
75% score below this point
25% score above this point
50% score below this point
50% score above this point
25% score below this point
75% score above this point

N = Number in group
m = Mean
σ = Standard deviation


CONCERN FOR TASK AND SATISFACTION
CONCERN FOR PEOPLE AND SATISFACTION
CONCERN FOR TASK AND SECURITY
CONCERN FOR PEOPLE AND SECURITY
1 HUMANISTIC-HELPFUL STYLE m = 26.12 σ = 6.30
2 AFFILIATIVE STYLE m = 25.88 σ = 4.63
3 APPROVAL STYLE m = 10.40 σ = 6.01
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5 DEPENDENT STYLE m = 11.58 σ = 6.48
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7 OPPOSITIONAL STYLE m = 5.60 σ = 5.03
8 POWER STYLE m = 5.57 σ = 5.39
9 COMPETITIVE STYLE m = 9.98 σ = 8.50
10 COMPETENCE STYLE m = 15.83 σ = 7.22
11 ACHIEVEMENT STYLE m = 25.24 σ = 7.33
12 SELF ACTUALIZE STYLE m = 22.20 σ = 7.88

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Supervisory
Sales

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PRINCIPAL 3: EVALUATION BY OTHERS

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How to Read Profile

Scores are presented in percentiles in the following manner.

90% score below this point
10% score above this point
75% score below this point
25% score above this point
50% score below this point
50% score above this point
25% score below this point
75% score above this point

91 to 99th
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51 to 74th
26 to 49th
24th to 1

CONCERN FOR TASK AND SATISFACTION
CONCERN FOR PEOPLE AND SATISFACTION
CONCERN FOR TASK AND SECURITY
CONCERN FOR PEOPLE AND SECURITY
1
12 m = 22.76 σ = 5.14
SELF ACTUALIZE STYLE
1 m = 23.57 σ = 5.70
HUMANISTIC-HELPFUL STYLE
2 m = 23.76 σ = 5.76
AFFILIATIVE STYLE
3 m = 16.65 σ = 3.65
APPROVAL STYLE
4 m = 11.18 σ = 3.56
CONVENTIONAL STYLE
5 m = 9.77 σ = 3.78
DEPENDENT STYLE
6 m = 4.41 σ = 3.12
AVOIDANCE STYLE
7 m = 4.79 σ = 3.12
OPPOSITIONAL STYLE
8 m = 5.87 σ = 4.02
POWER STYLE
9 m = 9.06 σ = 5.22
COMPETITIVE STYLE
10 m = 15.22 σ = 4.46
COMPETENCE STYLE
11 m = 25.12 σ = 5.78
ACHIEVEMENT STYLE

PRINCIPAL 4: SELF EVALUATION

GENERAL POPULATION BREAKDOWN

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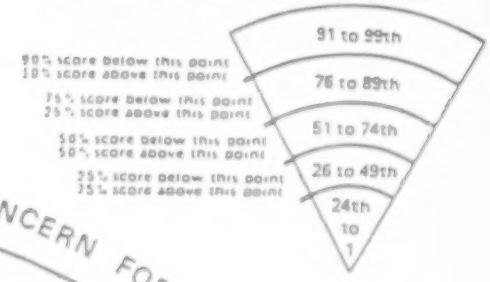
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90% score below this point
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75% score above this point

N = Number in group
m = Mean
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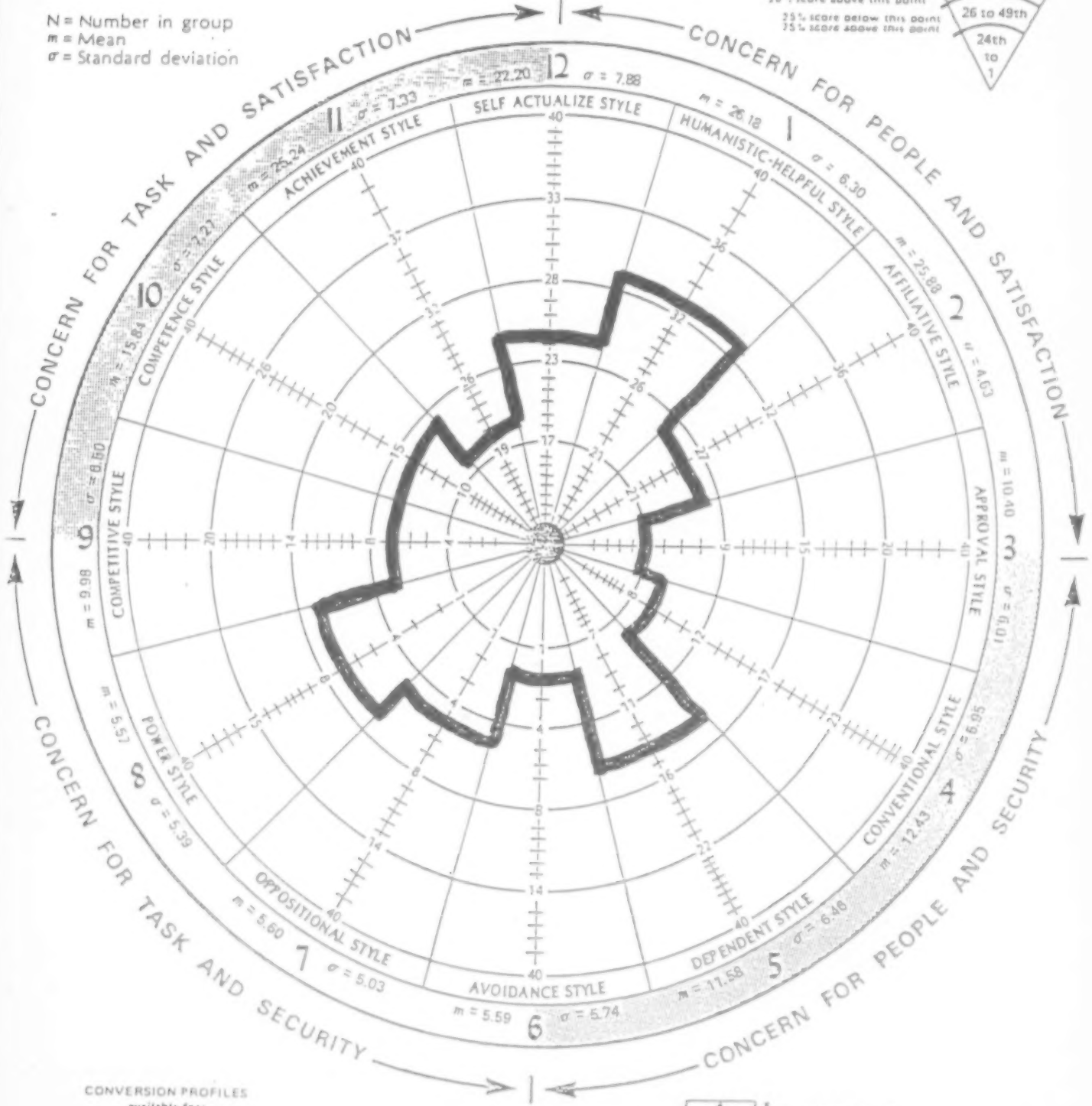
CONCERN FOR TASK AND SATISFACTION
CONCERN FOR PEOPLE AND SATISFACTION
CONCERN FOR TASK AND SECURITY
CONCERN FOR PEOPLE AND SECURITY
12 m = 22.20 σ = 7.88 SELF ACTUALIZE STYLE
1 m = 26.18 σ = 6.30 HUMANISTIC-HELPFUL STYLE
2 m = 25.88 σ = 4.63 AFFILIATIVE STYLE
3 m = 10.40 σ = 6.01 APPROVAL STYLE
4 m = 12.43 σ = 6.95 CONVENTIONAL STYLE
5 m = 11.58 σ = 6.46 DEPENDENT STYLE
6 m = 5.59 σ = 5.74 AVOIDANCE STYLE
7 m = 5.60 σ = 5.03 OPPOSITIONAL STYLE
8 m = 5.57 σ = 5.39 POWER STYLE
9 m = 9.98 σ = 8.60 COMPETITIVE STYLE
10 m = 15.64 σ = 7.27 COMPETENCE STYLE
11 m = 25.24 σ = 7.33 ACHIEVEMENT STYLE

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How to Read Profile
Scores are presented in ten centiles in the following manner

90% score below this point 10% score above this point	91 to 99th
75% score below this point 25% score above this point	75 to 89th
50% score below this point 50% score above this point	51 to 74th
25% score below this point 75% score above this point	26 to 49th
	24th to 1

CONCERN FOR TASK AND SATISFACTION
CONCERN FOR PEOPLE AND SATISFACTION
CONCERN FOR TASK AND SECURITY
CONCERN FOR PEOPLE AND SECURITY
1
SELF ACTUALIZE STYLE
m = 22.76 12 σ = 5.14
HUMANISTIC-HELPFUL STYLE
m = 23.57 1 σ = 5.70
AFFILIATIVE STYLE
m = 23.76 2 σ = 5.76
APPROVAL STYLE
m = 18.03 3 σ = 3.65
CONVENTIONAL STYLE
m = 11.18 4 σ = 3.56
DEPENDENT STYLE
m = 9.77 5 σ = 3.76
AVOIDANCE STYLE
m = 4.41 6 σ = 3.12
OPPOSITIONAL STYLE
m = 4.79 7 σ = 3.12
POWER STYLE
m = 5.87 8 σ = 4.02
COMPETITIVE STYLE
m = 9.06 9 σ = 5.22
COMPETENCE STYLE
m = 16.22 10 σ = 4.46
ACHIEVEMENT STYLE
m = 25.12 11 σ = 5.78